Connectivity

LEVEL 4

Teacher's Book and
Lesson Planner

with Teacher's Portal Access Code

Joan Saslow
Allen Ascher

Pearson

GSE
Global Scale of English

Connectivity
LEVEL 4

CONNECTING PEOPLE THROUGH ENGLISH

TEACHER'S BOOK AND LESSON PLANNER

Joan Saslow
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LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **Describing Ourselves and Others** page 2	• Talk about your personality and character • Describe how people behave • Discuss how we respond to others' conduct • Talk about nonverbal communication and culture	• Adjectives to describe personality and character traits • Attitudes towards others' conduct	• Gerunds and infinitives: review and expansion • Verbs that require a noun or pronoun before an infinitive **GRAMMAR EXPANDER** • Infinitives: review, expansion, and common errors • Parallelism with gerunds and infinitives
2 **Creativity in Our Lives** page 12	• Talk about how you've been enjoying the arts • Disagree politely about artistic preferences • Describe the personalities of creative people • Discuss ways to increase creative thinking	• Elements of music • Adjectives to describe the arts • Describing creative personalities **Word study:** • Participial adjectives: present and past forms	• The present perfect continuous and the present perfect: review and expansion • Cleft sentences with What **GRAMMAR EXPANDER** • Finished and unfinished actions: summary • Noun clauses: review and expansion • Noun clauses as adjective and noun complements
3 **Financial Matters** page 24	• Express buyer's remorse • Talk about financial goals and plans • Describe good and bad money management • Consider reasons for charitable giving	• Spending styles • Buyer's remorse • Words and phrases associated with charity **Word study:** • Parts of speech	• Expressing regrets about the past • Completed future actions and plans: the future perfect and perfect infinitives **GRAMMAR EXPANDER** • The past unreal conditional: inverted form • The future continuous • The future perfect continuous
4 **Clothing and Appearance** page 34	• Describe clothing details and formality • Talk about the kind of clothes you buy • Examine questionable cosmetic procedures • Discuss appearance and self-esteem	• Adjectives to describe fashion • Describing clothes **Word study:** • Compound words with self-	• Quantifiers: review and expansion **GRAMMAR EXPANDER** • Quantifiers: a few and few; a little and little • Quantifiers: using of for specific reference • Subject-verb agreement of quantifiers followed by of
5 **Community** page 46	• Politely ask someone not to do something • Describe annoying public conduct • Talk about ways to address community problems • Discuss the impact of infrastructure on people's lives	• Inconsiderate behavior • Neighborhood improvements • Types of infrastructure **Word study:** • Adjectives with negative prefixes: un-, in-, im-, dis-, ir-, and il-	• Possessive gerunds • Paired conjunctions **GRAMMAR EXPANDER** • Conjunctions with so, too, neither, or not either • So, too, neither, or not either: short responses

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
• Use "I'd say" to soften an assertive opinion • Say "I see you as" to introduce your description of someone • Use "I don't see myself that way" to politely contradict another person's description of you • Use "tend to" and "seem to" to make generalizations	**Listening Skills** • Listen to infer • Listen to confirm content • Listen to infer **Pronunciation** • Content words and function words	**Texts** • A quiz about one's outlook • Employees' opinions of their boss • An article about nonverbal communication **Skills / Strategies** • Relate to personal experience • Recognize main idea • Understand from context	**WRITING HANDBOOK** **Task** • Write a short article about nonverbal communication **Skill** • Paragraph structure: review **SOFT SKILLS BOOSTER** • Communication: Ask for clarification and repetition to avoid misunderstandings
• Use "To tell the truth" and "I hate to say it, but" to politely introduce a contrary opinion • Soften a contradictory opinion with expressions such as "[He's] not my favorite," "[They're] not my cup of tea," etc.	**Listening Skills** • Listen to confirm content • Listen for details • Relate to personal experience **Pronunciation** • Intonation patterns	**Texts** • A survey of memorable songs and performers • Interviews: enjoying the arts • An article about creative personalities • A survey of how companies can encourage creative thinking **Skills / Strategies** • Understand from context • Identify supporting information • Relate to personal experience	**WRITING HANDBOOK** **Task** • Describe the personal qualities of a creative person **Skill** • Parallel structure: words in a series **SOFT SKILLS BOOSTER** • Active listening: Ask for examples to show interest
• Ask "What do you mean?" to invite someone to elaborate • Express empathy with "What a shame" "That's a shame" and "Too bad" • Express misgivings about a past action with "If only I had" and "I wish I hadn't" • Elaborate on an explanation with "The thing is"	**Listening Skills** • Listen for main ideas • Understand from context • Listen for details • Express and support an opinion **Pronunciation** • Sentence rhythm: thought groups	**Texts** • A spending habits self-test • Interviews: financial goals • An article about personal money management **Skills / Strategies** • Understand from context • Identify supporting details	**WRITING HANDBOOK** **Task** • Write a personal statement for a job or university application **Skill** • Organizing information by degrees of importance **SOFT SKILLS BOOSTER** • Respectfulness: Ask for and provide reasons when discussing opinions
• Say "I mean" to elaborate on a prior statement or question • Use "Actually" to assert a point of view • Say "I think that might be" to gently warn that something is inappropriate • Acknowledge someone's good advice with "I'm so glad I asked" "Thank goodness I asked" and "It's a good thing I asked"	**Listening Skills** • Listen for main ideas • Listen for details **Pronunciation** • Linking sounds	**Texts** • An article about the history of ready-to-wear clothes • An article about two kinds of facials • Advertisements for cosmetic procedures • A survey of appearance and self-esteem **Skills / Strategies** • Understand from context • Identify supporting details • Express and support an opinion	**WRITING HANDBOOK** **Task** • Write two paragraphs contrasting ideas **Skill** • Compare and contrast (review) **SOFT SKILLS BOOSTER** • Teamwork: Encourage a positive exchange of opinions
• Use "Do you mind . . .?" "Would you mind if I . . .?" or "Would it bother you if I . . .?" to ask permission to do something • Soften an objection with expressions such as "I don't mean to inconvenience you" "I hope that's not a problem" "I hope you don't mind" or "I hope that's all right" • Politely ask someone not to do something with "Actually, I'd rather you didn't" • Say "That's very considerate of you" to thank someone for accommodating you	**Listening Skills** • Listen to confirm content • Listen for point of view • Listen to summarize **Pronunciation** • Unstressed syllables: vowel reduction to /ə/	**Texts** • A questionnaire about one's neighborhood • Interviews: pet peeves about public conduct • An article about three public projects **Skills / Strategies** • Understand from context • Scan for information	**WRITING HANDBOOK** **Task** • Write a letter of complaint **Skill** • Formal letters (review) **SOFT SKILLS BOOSTER** • Problem solving: Work together to identify and solve problems

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **The World's Creatures** page 56	• Describe the traits of different pets • Express opinions about the treatment of animals • Compare animal and human behavior • Discuss how to protect animals from extinction	• Animals • Positive and negative traits in pets • Animal physical features and social groups	• Passive modals and modal-like expressions • Passive modals: questions **GRAMMAR EXPANDER** • Modals and modal-like expressions: summary
7 **Shopping and Advertising** page 68	• Compare different ways to shop • Describe reactions to advertisements • Talk about problem shopping behavior • Persuade someone to buy a product	• Ways to shop • Verbs to persuade	• Passive forms of gerunds and infinitives **GRAMMAR EXPANDER** • The passive voice: review and expansion
8 **Family Trends** page 78	• Describe family trends • Talk about parent and teen relationships • Compare the generations within a family • Discuss multi-generational households	• Parent and teen behavior **Word study:** • Using suffixes to transform verbs and adjectives into nouns	• Repeated comparatives and double comparatives **GRAMMAR EXPANDER** • Making comparisons: review and expansion • Other uses of comparatives, superlatives, and comparisons with as ... as
9 **Getting at the Truth** page 90	• Speculate about what happened • Suggest a plausible explanation • Discuss why people fall for pranks • Evaluate the trustworthiness of information sources	• Degrees of certainty **Word study:** • Adjectives with the suffix –able	• Perfect modals: active and passive voice **GRAMMAR EXPANDER** • Perfect modals: short responses (active and passive voice)
10 **The Kind of People We Are** page 100	• Describe enjoyable activities of the past • Suggest ways to cope with stress • Discuss how to be more active • Compare attitudes about taking risks	• Personal qualities • Ways to cope with stress **Word study:** • Adverbs of manner	• Describing past repeated or habitual actions • Expressing an expectation or mild obligation with be supposed to **GRAMMAR EXPANDER** • Would: review • Be supposed to: expansion • Placement of adverbs of manner

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Grammar Expander ..... page 115

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
• To indicate you're considering a different course of action, say "I hadn't thought of that," "On second thought . . .," or "Now that you mention it, . . ." • Use "For one thing" to introduce a first supporting argument • Say "Good point" to recognize the value of another person's argument • Use "Right?" to ask someone to confirm the correctness of your statement	**Listening Skills** • Listen for main ideas • Listen for supporting details • Understand from context **Pronunciation** • Sound reduction	**Texts** • Interviews: opinions about the treatment of animals • An article about the dangers to animal species **Skills / Strategies** • Understand from context • Recognize cause and effect	**WRITING HANDBOOK** **Task** • Write a persuasive essay **Skill** • Supporting a point of view **SOFT SKILLS BOOSTER** • Critical thinking: Provide reasons for positive and negative opinions
• Express surprise on seeing someone you haven't seen in a while with expressions such as "Long time no see!" "Is that you?" "What a surprise!" etc.	**Listening Skills** • Listen to apply ideas • Listen to infer **Pronunciation** • Vowel sounds /i/ and /ɪ/	**Texts** • An opinion survey about shopping mistakes • Interviews: reactions to ads • An article about compulsive shopping • A self-test about shopping behavior **Skills / Strategies** • Understand from context • Identify supporting details	**WRITING HANDBOOK** **Task** • Write a summary of an article **Skill** • Summarize and paraphrase information from an article or a report **SOFT SKILLS BOOSTER** • Leadership: Invite others to express their agreement with your ideas
• Preface a hard truth with expressions such as "Well, I hate to say it, but . . ." "I'm sorry to say . . .," etc. • Use "Why's that?" to ask someone to elaborate on an opinion	**Listening Skills** • Listen to confirm content • Listen to infer • Make personal connections **Pronunciation** • Stress placement: prefixes and suffixes	**Texts** • A self-test about parent / teen perspectives • An article about a growing family trend • An article about multi-generational households in the U.S. **Skills / Strategies** • Summarize • Understand from context • Make personal connections	**WRITING HANDBOOK** **Task** • Write a blog post with advice for parents and teens **Skill** • Avoiding run-on sentences and comma splices **SOFT SKILLS BOOSTER** • Open-mindedness: Paraphrase another person's opinion to confirm your understanding
• Use "I wonder" to introduce something you're not sure about • Say "I suppose" to acknowledge someone's point of view • Say "That's true" to acknowledge the correctness of someone's conclusion • Respond to someone's speculation with "Could be," "Maybe," "I suppose," "Most likely," "Clearly," or "Definitely"	**Listening Skills** • Understand from context • LIsten for supporting details • Listen to summarize **Pronunciation** • Reduction and linking in perfect modals in the passive voice	**Texts** • A self-test of one's degree of gullibility • Opinions: possible explanations of mysteries • An article about an infamous radio program **Skills / Strategies** • Infer information • Draw conclusions	**WRITING HANDBOOK** **Task** • Write a short imaginary news report **Skill** • Avoiding sentence fragments **SOFT SKILLS BOOSTER** • Empathy: Show support for others when they express frustration
• Say "uh-oh" to indicate that you realize you've made a mistake • Use "I just realized" to acknowledge a mistake • Say "No wonder" to indicate that you've come to understand the reason something happened • Introduce an inconvenient truth with "Frankly, . . ." "I hate to tell you this . . ." "The painful fact is . . ." or "To tell you the truth"	**Listening Skills** • Listen for main ideas • Listen for supporting details • Understand from context • Relate to personal experience **Pronunciation** • Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/	**Texts** • Interviews: school vacations • An article about the negative effects of a sedentary lifestyle **Skills / Strategies** • Identify supporting details • Recognize cause and effect • Relate to personal experience	**WRITING HANDBOOK** **Task** • Write a critique of an article or interview **Skill** • Presenting and supporting opinions clearly **SOFT SKILLS BOOSTER** • Enthusiasm: Respond emphatically to what others say

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Writing Handbook ..... page 141
Soft Skills Booster ..... page 151

For the Teacher

***Connectivity* makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.**

Presentation Tool

A digital tool for presenting the content of the Student's Book (and optional Workbook) in class, accessible through the Pearson English Portal.



Allows you to:

- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including Keep Talking Videos and *Connect TV* sitcom (lower levels) and authentic video (upper levels).
- plan dynamic lessons using the embedded teacher's notes
- assign homework and tests

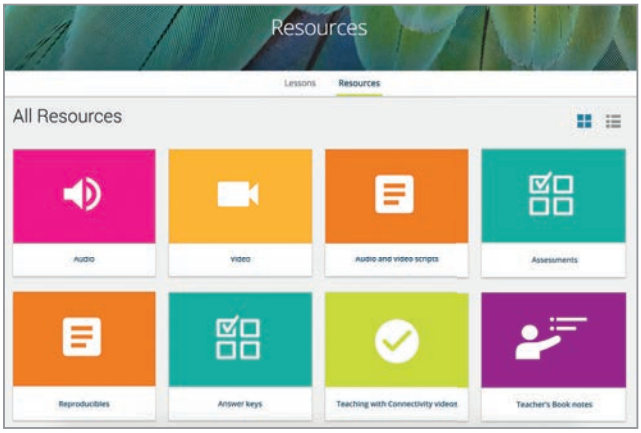
… and much more!

The Presentation Tool is also available to download, enabling you to teach offline.

Teacher's Book and Lesson Planner

Detailed interleaved lesson plans, language and culture notes, optional activities, and more. Available in print and as a pdf in the Teacher's Resources on the Portal.

- Ideas for extension activities, differentiated instruction, teaching tips, alternative ways to do activities, advice on dealing with tricky language items, and notes on how to remediate and motivate students.
- Annotated answers on the facing Student's Book pages.



Teacher's Resources

Comprehensive, easy-to-access resources for planning, teaching, and professional development.

Includes:

- a wide variety of downloadable worksheets to enhance and extend each lesson.
- a dedicated *Connectivity* Methods Handbook which highlights *Connectivity's* course pedagogy and offers best practices for teaching a communicative course.
- *Teaching with Connectivity* videos, for overview, planning, and teacher support.
- answer keys and audio/video scripts.
- Global Scale of English mapping booklets, for efficient planning.
- Soft Skills Mapping Document to build awareness of the essential soft skills students are acquiring as they engage in course activities.
- ready-made Unit, Midterm, and Final achievement tests, with a test generator.

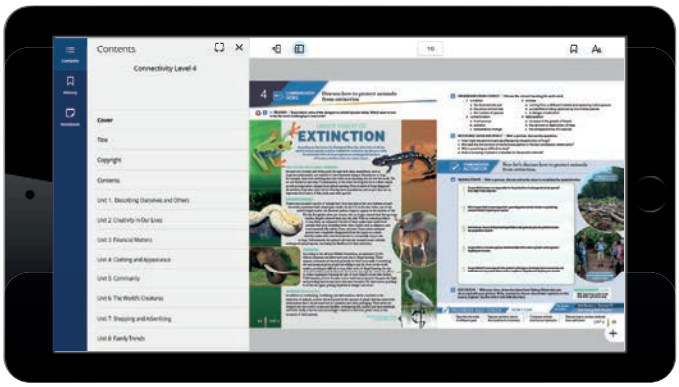
For the Student

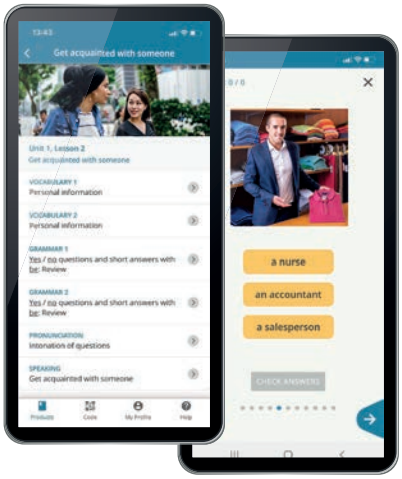
A code gives students access to the digital components: the Student's eBook, a Student's app, and Online Practice. A separate print Workbook is also available.

Student's eBook

The Student's Book in digital format.

The eBook enables students to access their Student's Book materials on their computer and mobile devices, wherever and whenever they want. The digital format enhances student engagement with interactive activities, and audio and video at the point of use.





Student's App

Digital practice that empowers students to take charge of their learning outside of class, online and offline.

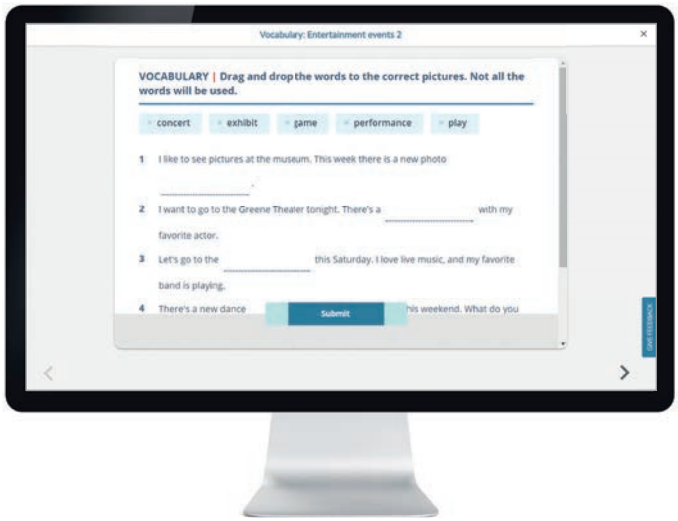
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. The app content is available on the Pearson Practice English App.

Online Practice

Lesson-by-lesson exercises to accompany the Student's Book with an abundance of interactive practice activities in all skills.

Offers:

- immediate feedback on wrong answers.
- a listen-and-record feature that allows students to compare their pronunciation to a model.
- extra reading and writing practice.
- a perfomance area that helps students keep track of their progress and plan future practice.



Workbook

Lesson-by-lesson written practice activities to accompany the Student's Book, providing extra practice for vocabulary, grammar, conversation, social language, reading, and writing.

Offers:

- open-ended, personalized activities to increase student engagement.
- full-color design with numerous illustrations and photos.
- additional exercises for the Grammar Expander and Writing Handbook.

KEY TO ICONS IN THE STUDENT'S BOOK

Digital resources are available on the **Pearson English Portal** (the access code is provided on the inside front cover). Audio and video are also available in the **Student's eBook** and **Pearson Practice English App**.

CORE MATERIAL

Student's Book icon	What is it?
	Student's Book audio
KEEP TALKING! ●●● Watch the video for ideas!	*Keep Talking* videos that provide dramatized models of extended conversation, discussion, and role play to accelerate students' communicative competence

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES	An abundance of digital resources comes with every *Connectivity* Student's Book: • Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video • Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)
For more practice . . .	End-of-unit review and extension material offered in several formats: • Unit Review: Printable exercises for extra listening comprehension and language practice • *Connect TV*: Engaging authentic video for language consolidation and fun • Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests
GRAMMAR EXPANDER PRONUNCIATION LESSON SOFT SKILLS BOOSTER WRITING HANDBOOK	Optional lessons that align with the content in each unit, covering grammar, pronunciation, writing, and soft skills. These lessons appear at the back of the Student's Book.

***Connectivity* is a six-level course for adults and young adults who need to use English fluently and confidently in their life and work, and to interact with people from a variety of language backgrounds and cultures.**

Ideal for students who lack opportunities to observe or practice English outside of class, *Connectivity* creates a highly enriched blended language learning experience by ensuring:

- rich exposure to natural authentic spoken and written language models.
- thorough coverage of form, meaning, and use.
- continual integration, recycling, and activation of new language.
- ongoing confirmation of progress and self-assessment.

With two alternative entry points—*Connectivity Foundations* for true beginners and *Connectivity 1* for false beginners—the course is benchmarked to the Global Scale of English and tightly correlated to the Can-do Statements of the Common European Framework of Reference. All six levels are available in full and split formats.

Each full level of *Connectivity* provides 60–90 hours of instruction and is designed for use in traditional, hybrid, flipped, and blended settings. An unequaled array of printable, digital, and online resources makes it easy to vary and tailor the course to your teaching style, your learners' needs, your available time, or even to extend the hours of instruction to up to 120 hours.

SIGNATURE FEATURES

A Systematic Speaking Pedagogy

Connectivity rigorously develops learners' linguistic, socio-linguistic, and pragmatic competence and fluency. Socially authentic model conversations systematically encourage improvisation and extension, and discussion preparation activities recycle language and build confidence. Soft skills practice—woven throughout—prepares learners for employability and workplace success in English. Mediation activities ensure students can use English to interact with people from diverse language and culture groups and are able to react to, summarize, and paraphrase spoken and written texts in English. An optional Soft Skills Booster (Levels 1–5) provides spoken practice of a selected soft skill for each unit. Level 4 also offers an Extend-It lesson after every two units that consolidates and applies previously learned language through collaboration on a variety of motivating tasks, such as projects and role plays. In Level 5, a Soft Skills Workshop after every two units provides opportunities to put collaboration, teamwork, and presentation into practice.

Explicit Grammar and Vocabulary

Connectivity takes the guesswork out of form, meaning, and use. Clear charts illustrate grammar and usage in context and *Notice the Grammar* activities increase learners' grammar awareness. *Pronounce the Grammar* activities promote spoken mastery. Clear captioned picture-dictionary-style vocabulary illustrations with accompanying audio ensure understanding and accurate pronunciation of new words. Interactive digital vocabulary flash cards provide continual practice and recycling for memorability.

Individualized Teaching and Learning

Respecting teachers' individual styles and preferences, as well as their limited time to prepare material, *Connectivity* offers over a thousand extra ready-to-use printable extension activities so that teachers never have to search for or create supplements. A wide choice of extra speaking activities, unit reviews, supplementary pronunciation activities, inductive grammar charts, unit study guides, writing process worksheets, video worksheets, flash cards, extra grammar exercises, test-taking skill builders, and more are available for every unit.

A Multi-faceted Audio and Video Program

Connectivity includes a wealth of audio and video features for the modeling of authentic speech, conversation pair work activation, listening comprehension practice, pronunciation practice, and fun. So that students will be prepared to understand English as an international language, the audio includes a variety of native and non-native accents. *Connectivity's* listening comprehension syllabus builds key skills and strategies to improve listening proficiency. Practi-chants (*Foundations*) develop fluency and confidence with the support of a fun and engaging beat. For further guidance, Pronunciation and Grammar Coach videos accompany levels Foundations to 3. The *Keep Talking* video increases oral production and fluency. *Connect TV* (Foundations–Level 3) is a hilarious situation comedy that keeps students laughing and learning. *Connect TV* (Levels 4–5) offers authentic video that has been curated for the student's level.

We hope that *Connectivity* maximizes your enjoyment and success!
We wrote it for you.

Joan Saslow and Allen Ascher

Joan Saslow

Joan Saslow is a foreign language teaching specialist and author. She is co-author with Allen Ascher of a number of award-winning* best-selling English-language textbook series for adults and teenagers, most recently Pearson's *Top Notch* and *Summit*.

In addition, Ms. Saslow is author of the *Workplace Plus*, *Ready to Go*, and *Literacy Plus* series, as well as of *English in Context: Reading Comprehension for Science and Technology*. Earlier, she was series director of *True Colors* and *True Voices*.

Ms. Saslow is a frequent speaker at international teachers' conferences and participates in the English Language Specialist Program of the US Department of State's Bureau of Educational and Cultural Affairs. She has lived and taught in Chile and is fluent in Spanish.

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Allen Ascher

Allen Ascher has been an ELT teacher, teacher-trainer, academic director, consultant, and publisher. He is co-author with Joan Saslow of the award-winning* six-level *Top Notch* and *Summit* series for adults and young adults. He also authored the "Teaching Speaking" module of *Teacher Development Interactive*, Pearson's online multimedia teacher-training program. In addition to living and teaching in Beijing, China, he served as academic director of the intensive English language program at Hunter College and taught in the teaching certificate program at the New School in New York City.

Mr. Ascher has an MA in Applied Linguistics from Ohio University and has been a frequent presenter at professional conferences and teacher training events around the world.

**Top Notch* and *Summit* are each recipients of the Association of Educational Publishers' Distinguished Achievement Award, as well as the TAA (Textbook and Academic Authors Association) Textbook Excellence Award.

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Javier Ortiz**, Project Santo Domingo de los Tsachilas (PUCESD), Ecuador • **Joselineth Padrón López**, Charlotte English School, Quito, Ecuador • **Martha Patricia del Carmen Páez**, Universidad Politécnica Salesiana, Quito, Ecuador • **Giuseppe Paldino Mayorga**, Jellyfish Learning Center, San Cristóbal, Ecuador • **Luis Antonio Paredes**, Universidad Central de Ecuador, Ecuador • **Tarik Preston**, Saudi Arabia • **Neusa Pretzel**, Skylimit Idiomas, Santa Cruz do Sul, Brazil • **Leni Puppin**, Programa Cursos de Línguas-UFES, Brazil • **Allen Quesada-Pacheco, Ph.D**, University of Costa Rica, San José, Costa Rica • **MA Rocío Isabel Rivera Cid**, Pontificia Universidad Católica de Valparaíso, Viña del Mar, Chile • **Luis Rodriguez Amau**, ICPNA Chiclayo, Peru • **Llilyan Rodríguez Conesa**, Charlotte English School, Quito, Ecuador • **Amalia Elvira Rodríguez Espinoza De Los Monteros**, Guayaquil, Ecuador • **Rolando Rodríguez Serra**, CIVIME Language School, Lima, Peru • **Melany Rodríguez-Cáceres**, Bogotá, Colombia • **Majid Safadaran Mosazadeh**, ICPNA Chiclayo, Peru • **Abutarab Saleem**, Hampson English, China • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalvan**, Quito, Ecuador • **Cinthia S. Schmiedl Cornejo**, CBA, La Paz, Bolivia • **Judith Silva**, Universidad Técnica de Ambato, Ecuador • **Anamarija Skoda**, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile • **Silvia Solares**, CBA, Sucre, Bolivia • **María Julia Suárez**, CBA, Cochabamba, Bolivia • **Mercedes Tapia Avalos**, CIVIME Language School, Lima, Peru • **Prof. Matthew Taylor**, Kinjo Gakuin University, Nagoya, Japan • **Eric Anthony Tejeda Evans**, PROULEX, Guadalajara, Mexico • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Ana María de la Torre Ugarte**, ICPNA Chiclayo, Peru • **Magdalena Ullauri**, Universidad Nacional del Chimborazo, Riobamba, Ecuador • **Universidad Galileo**, Guatemala City, Guatemala • **Juan Omar Valdez**, DR-TESOL, Santo Domingo, Dominican Republic • **Susana Valdivia Marcovich**, URP, CIDUP and Euroidiomas, Lima, Peru • **Erika Valdivia de Souza**, CIVIME Language School, Lima, Peru • **Jay Veenstra**, Toyo University, Japan • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado**, Universidad Politécnica Salesiana, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Holger Zamora**, ICPNA Cuzco, Peru

USING THE TEACHER'S BOOK AND LESSON PLANNER

The *Connectivity* Teacher's Book and Lesson Planner is a rich source of helpful teaching ideas within timed lesson plans. On the inside front cover, you will find your personal access code. Use this code when you first log in to the Pearson Practice English App and the Pearson English Portal.

What's included in the Teacher's Book and Lesson Planner

For each unit of *Connectivity,* the Teacher's Book and Lesson Planner includes the Student's Book pages interleaved with corresponding teacher's notes on the facing pages. Answers to exercises are superimposed onto the Student's Book pages in green ink.

On pages xvi–xxiii you will find information about: Using the **Presentation Tool**, Online Practice, the **Global Scale of English**, the **Pearson English Practice App**, **Assessments**, and **Printable Resources**. There is also a bank of **Warm-Up Activities** that can be selected from at the start of Student's Book units. Beginning on page 163 of the Teacher's Book and Lesson Planner, you will find complete **audio** and **video scripts** for each unit.

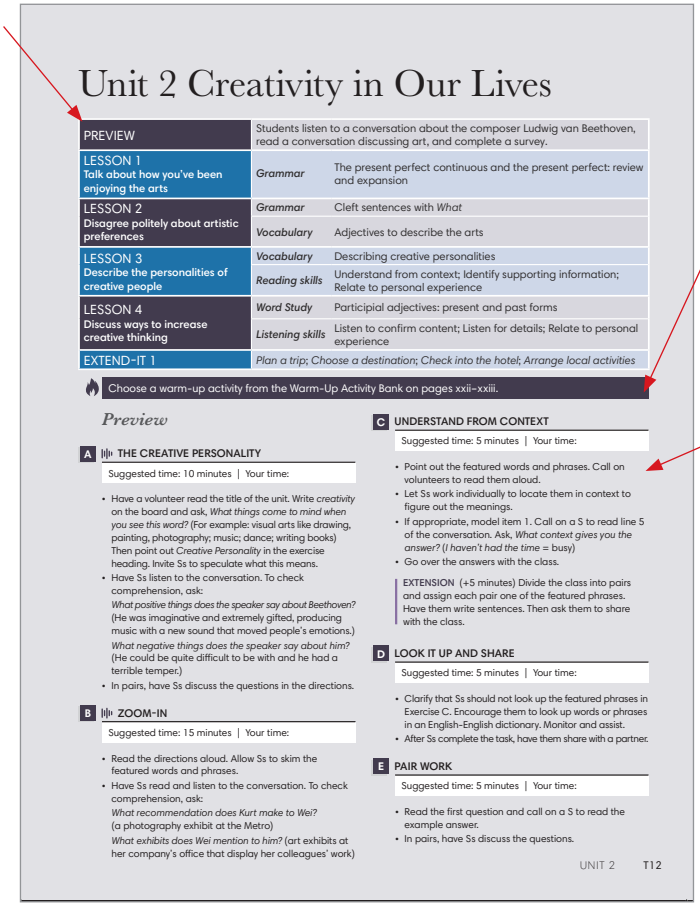
Designed for both new and experienced teachers, the information in the teacher's notes provides ideas and plans for each exercise on each Student's Book page as well as language notes and options and extensions for each class session. Using each of the suggested techniques will create a class of 60 minutes. Activities labeled *Option, Extension, Challenge*, and *Closure Activity* are additional to the 60 minutes.

Since different programs offer classes of different lengths (45 minutes, 60 minutes, 90 minutes, etc.), your "active teaching/learning time" will vary based on your unique situation. The following factors will affect the amount of time you spend on individual activities: the number of students in class, the various ability levels of your students, whether you're teaching online or face to face, etc., so you may wish to adjust the suggested teaching times that appear in the lesson plans. The first time you teach a lesson, record how long it takes you (there is space for this in the box where it says "Your time"). An abundance of extra teacher resources is available on the Pearson English Portal to use up any remaining minutes in your class session. These resources support students in areas where they need further practice.

Features you will find in the Teacher's Book and Lesson Planner

A **Preview Chart** shows:

- the lesson titles, which are the **Communication Goals** for the lesson,
- the **Vocabulary, Grammar, Pronunciation,** and other skills in each lesson,
- and the title of the **Interactive Cool Down** page.



Unit 2 Creativity in Our Lives

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

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

Preview

A THE CREATIVE PERSONALITY
Suggested time: 10 minutes | Your time:

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

B ZOOM-IN
Suggested time: 15 minutes | Your time:

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

C UNDERSTAND FROM CONTEXT
Suggested time: 5 minutes | Your time:

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

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

D LOOK IT UP AND SHARE
Suggested time: 5 minutes | Your time:

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

E PAIR WORK
Suggested time: 5 minutes | Your time:

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

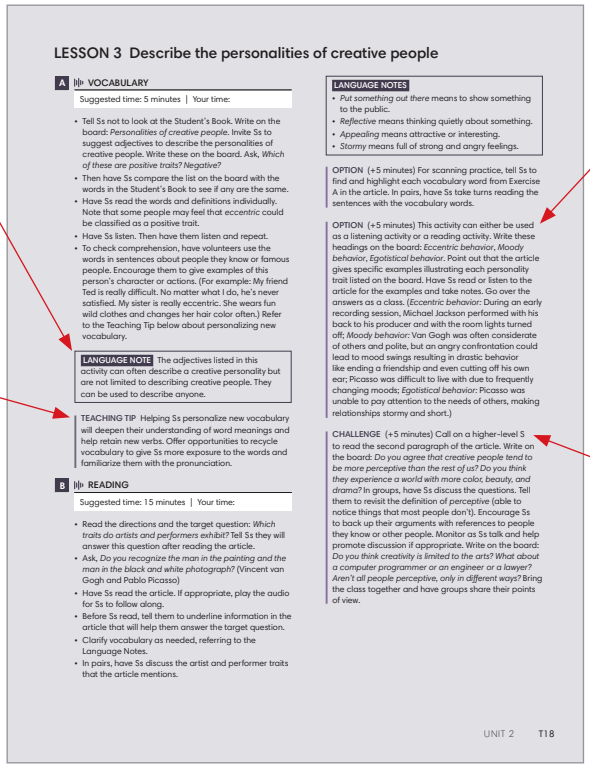
UNIT 2 T12

A **Warm-Up Activity Bank** offers ideas to get your students loosened up and ready to learn (see the Warm-Up Activity Bank on pages xxii–xxiii).

Step-by-Step practical teaching notes provide procedures for teaching each presentation or practice activity on the Student's Book page. Each set of procedures has been classroom tested to take the time indicated in the box above, to help you plan your class time. (The notes use "Ss" for *students*.)

Language and Culture Notes provide insightful and helpful information about usage, idiomatic and colloquial expressions, customs, and cultural background.

Teaching Tips provide helpful and timely advice or strategies for error correction, classroom management, time-management, projecting the voice, etc.



LESSON 3 Describe the personalities of creative people

A VOCABULARY

Suggested time: 5 minutes | Your time:

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

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

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

B READING

Suggested time: 15 minutes | Your time:

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

LANGUAGE NOTES

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

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

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

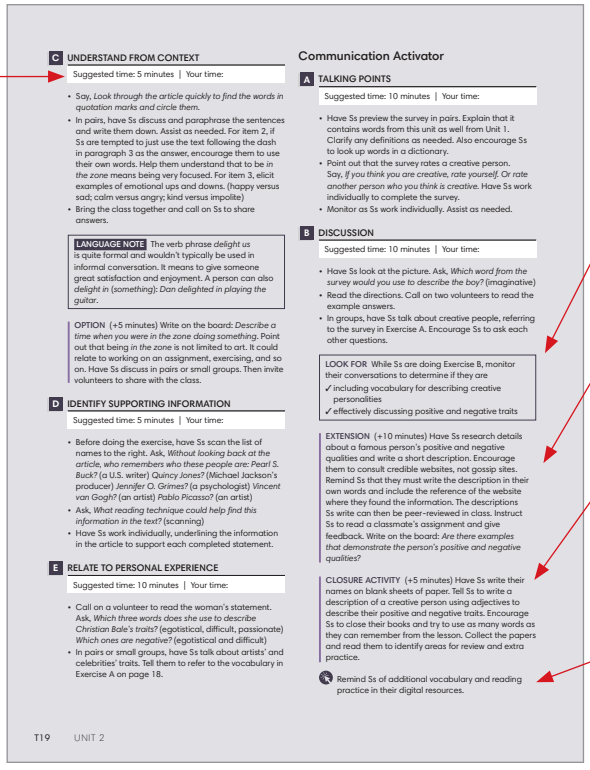
CHALLENGE (+5 minutes) Call on a higher-level S to read the second paragraph of the article. Write on the board: *Do you agree that creative people tend to be more perceptive than the rest of us? Do you think they experience a world with more color, beauty, and drama?* In groups, have Ss discuss the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

UNIT 2 T18

Options offer an alternative activity that supports the task presented in the lesson. These are at the students' level of proficiency, unless otherwise indicated (optional activities that are labeled **Challenge** provide additional practice above the students' proficiency level).

Challenges offer practice that is slightly above students' proficiency level.

Teaching Time recommends how much class time the activity is designed to take within a 60-minute class session. Activities labeled *Option* or *Extension* are outside of this total. You may need to adjust these suggested times based on the length of your class session, your class size and/or level, etc. For future reference, use this space to track your actual teaching time.



C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

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

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

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

D IDENTIFY SUPPORTING INFORMATION

Suggested time: 5 minutes | Your time:

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

E RELATE TO PERSONAL EXPERIENCE

Suggested time: 10 minutes | Your time:

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

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

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

B DISCUSSION

Suggested time: 10 minutes | Your time:

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

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

✓ including vocabulary for describing creative personalities

✓ effectively discussing positive and negative traits

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

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

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

T19 UNIT 2

Look For notes list ways to check whether students have mastered the target language in the lesson.

Extensions provide more practice beyond the material presented in the lesson.

Closure Activities consolidate students' understanding of or ability to use the lesson's target language and can help you identify which students may need additional practice.

A **reminder** at the end of each lesson points out the skills students should focus on in their outside-of-class practice.

Other *Connectivity* resources

The Pearson English Portal contains resources to enrich your teaching and expand your personal professional development, such as:

- Professional articles by *Connectivity* authors Joan Saslow and Allen Ascher, including "Great Ideas for Teaching with the Presentation Tool," "Making English Unforgettable," and more.
- *Connectivity* Methods Handbook, also written by Joan Saslow and Allen Ascher; supports the development of effective techniques for teaching in a communicative classroom and for maximizing success of a *Connectivity* unit.
- *Teaching with Connectivity* videos, which help you get the most out of teaching with *Connectivity.*
- And much more!

USING THE PRESENTATION TOOL

The Presentation Tool, located on the Pearson English Portal, allows you to project a digital representation of the Student's Book and optional Workbook in your class. The tool can be used while you are online or offline.

Why use the Presentation Tool

The Presentation Tool makes it easy for you to take advantage of the richness of *Connectivity*. It allows you to:

- **focus your students' attention** on specific parts of a page by projecting the page and then zooming in on it.
- **play the audio recordings and videos** at the click of a button, and display the audioscripts and video subtitles.
- **pop open all activities** on the page, enlarging the activities for easy display and allowing for the "show answers" feature.
- **plan** and **teach** your lessons from one source (the planning mode includes teacher's notes).
- **use the integrated tools** to annotate the Student's Book, hide parts of the page from your students, time your activities, keep score in team games, and more.

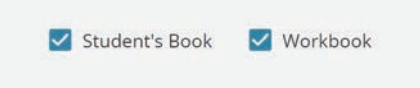
How to use the Presentation Tool

For an in-person classroom, you will need a computer and a projector. (For enhanced user experience and functionality, you can also use the Presentation Tool with an Interactive Whiteboard (IWB). However, the Presentation Tool works with or without an IWB.)

NOTE: To use the Presentation Tool offline, you will need to download the offline version to the computer you will be using in class.

By opening **Lesson Flow** you will have access to all the activities in the lesson, allowing you to navigate the activities in the sequence they appear in the Student's Book and/or Workbook, or in any sequence you wish.

You can deselect the Workbook if you do not plan to review these lessons in class. (To do this, remove the check mark next to "Workbook".)



How to access the Presentation Tool

Once *Connectivity* has been added to your Portal dashboard, follow these three steps:

1. Open your video conferencing platform.
2. Go to the Pearson English Portal and open the Presentation Tool.
3. Go to the relevant page and share your screen; students will see each activity as you select it.

How to access the Pearson English Portal

1. Go to https://english-dashboard.pearson.com.
2. Choose "Create an account" and follow the simple instructions. If you already have an account, you can just sign in. (Use the same sign-in credentials for any Pearson products to which you have access.)
3. Type in your access code, found on the inside front cover of this Teacher's Book and Lesson Planner.
4. Go to Products to "add a product." Choose *Connectivity*.
5. Choose your school or institution from the pull-down menu.
6. If you need help with access, please contact your Pearson sales rep.

Where to learn more

For more information on how to take advantage of this rich and student-engaging teaching tool, see:

- *Using the Presentation Tool—A "how to" guide* (pdf), which shows you the digital features available in the Presentation Tool. This is located in your Teacher's Resources on the Portal, in the folder labeled "Teaching with *Connectivity*: Handbooks."
- *Great Ideas for Teaching with the Presentation Tool* (pdf), which provides practical ideas for using the Presentation Tool in fun and creative ways. This is located in your Teacher's Resources on the Portal, in the folder labeled "Teaching with *Connectivity*: Handbooks."
- *Connectivity Teacher Support—The Presentation Tool* (video), for a visual walkthrough of the Presentation Tool features. This is located in your Teacher's Resources on the Portal, in the folder labeled "Teaching with *Connectivity*: Videos."

For additional help and training with using the Presentation Tool, please go to **MyPearsonHelp.com**.

The Online Practice component gives your learners optional outside-of-class practice that reinforces the concepts and skills taught in the *Connectivity* Student's Book. Apart from the writing strand, which is teacher-graded, all Online Practice activities are automatically graded, and learners get immediate feedback on their answers.

To assign homework in Online Practice, you can either assign it as homework or assign it using the Assignment option in the Classes tab on your Portal account.

Note: The Online Practice component includes *practice* activities. *Assessments* are only available via the Test Generator.

How to access Online Practice

Online Practice can be found on the Pearson English Portal. To preview the practice, log in to your Portal account and go to the Learn tab.

What's included in Online Practice

- grammar practice
- vocabulary practice, including listen-and-record activities that allow learners to record themselves and compare their recordings to authentic models
- listening, speaking, and pronunciation practice, including listen-and-record activities
- reading and writing practice that reinforces the Student's Book skills
- a gradebook that records scores on assignments and tests, which both you and your learners can use to help monitor progress and plan further practice

How to use Online Practice to monitor progress and plan further practice

Once you create a class on the Portal, you can access the class' dashboard. The dashboard includes information about the students, a list of class assignments, and a gradebook. The gradebook allows you to see how your students are doing on their practice activities, assignments, and tests, at both the class and individual level. The gradebook view is customizable. For example, it can show average results for all assigned activities or it can be narrowed down to show scores for a single practice activity.

With the help of the gradebook, you can make plans to review specific concepts with your class or with individual students, based on their scores and/or specific errors. Other data that can inform your planning and enhance your understanding of student progress includes:

- *Time spent*: the time each learner has spent on assignments.
- *Highest/Average score:* the scores of each learner.
- *Attempts*: the average number of attempts.
- *First/Last attempts:* the average scores on first/last attempt.
- *Completed*: the total number of activities completed by each learner.

For additional help and training with Online Practice, please go to **MyPearsonHelp.com**.

The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Using the GSE, learners and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made toward my learning goal? What do I need to do next if I want to improve?*

The GSE was created to raise standards in teaching and learning English. It identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency—what progress they have made and what they need to learn next.

Connectivity is benchmarked to the learning objectives from the GSE. These objectives are real-world relevant and appropriate for your learners' needs. This table shows the range of objectives that are covered within each of the six levels of *Connectivity*.

Course Level	GSE Range	CEFR	Description
Foundations	18–29	A1	Beginner
1	29–38	A1 to A2	High beginner
2	36–47	A2+ to B1	Low intermediate
3	47–59	B1+	Intermediate
4	58–71	B2 to B2+	High intermediate
5	70–84	B2+ to C1	Advanced

Connectivity provides a wide array of materials, including Student's Book (print and digital), a mobile app, Online Practice, Workbook, and reproducible worksheets. As learners work through the language content of the course, they will have opportunities to demonstrate mastery of a variety of learning objectives used inside the GSE learning range.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Connectivity* online at **pearsonenglish.com/connectivity** as well as on the Portal. This booklet provides an overview of all the learning objectives covered in each unit of *Connectivity*, lesson by lesson.

To explore additional resources for learner support, there is an online GSE Teacher Toolkit at **english.com/gse-toolkit**. This searchable database gives you quick and easy access to the GSE learning objectives as well as grammar and vocabulary databases. It also gives you access to GSE Job Profiles: a database linking language skills to the specific tasks required for about 250 jobs.

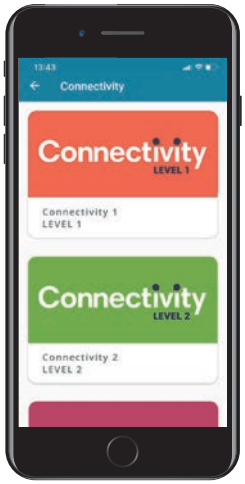
For more information about how using the GSE can support your planning and teaching, enhance the assessment of your learners, and supplement your core program, please go to **english.com/gse**.

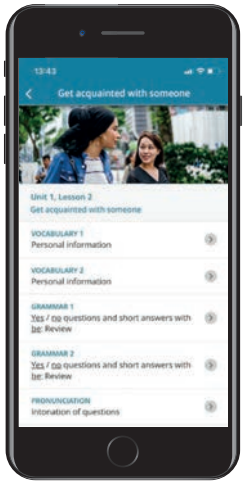
PEARSON PRACTICE ENGLISH APP

Every *Connectivity* Student's Book comes with the Pearson Practice English App, offering students extra "on the go" practice via their mobile phone. These quick, interactive activities allow learners to extend their English studies whenever and wherever they want.

The app includes vocabulary, grammar, listening, and conversation activities tied directly to the material in the corresponding Student's Book lesson as well as all the Student's Book audio tracks and video files.

How to access the app





First, download the app from the Google Play store or the App store.

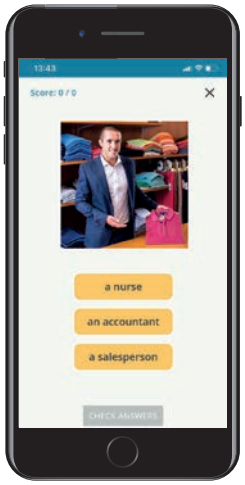
When you open the app, Select *Connectivity* from the list of Pearson courses that are currently available.

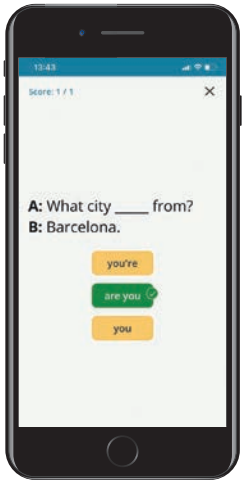
Select the level you want, for example, *Connectivity 1*. The course and level you initially select will become your default and will run automatically when you open the app again.

Select a unit or lesson from the table of contents. To view content, you must download a unit or a lesson. Once it has been downloaded, you can access it offline. When you no longer want to practice that unit or lesson, you can delete it so it doesn't use up space on your phone.

Unit 1 of each level is available without restrictions. To open other units, unlock the content by providing an access code and signing in. The access code for teachers is on the inside front cover of this Teacher's Book. If you already have an account for Pearson digital products, you can sign in with the same credentials. If you don't have an account yet, you will need to create an account. (See instructions for accessing the Portal on page xvi.)

What's included in the app





The app includes **interactive activities** that offer extra practice of the conversation models, vocabulary, grammar, and listening material from the *Connectivity* Student's Book. Learners get immediate feedback on their practice and see how well they have done at the end of the activity. In addition, the app includes **all the audio and video files** that go with each unit. The audio tracks for the listening activities and video clips can be played with or without the transcript, and the audio can be played at a slower or faster speed.

For additional support with the Pearson Practice English app, including how to create an account on the Portal, please go to **MyPearsonHelp.com**.

Connectivity offers many ways to help you and your learners monitor progress. The tests that are included with the *Connectivity* course permit both formative and summative assessment. Formative assessment of learning—gives learners an informal idea of how well they are doing and what they need to work on. Summative assessment of learning—helps you measure learners' progress for final grades.

Formative assessment/Assessment for learning

Formative assessment gives learners an informal idea of how well they are doing and what they need to work on. It motivates learners by encouraging them to be involved in their own learning. It also helps you, as a teacher, recognize where your students are struggling, enabling you to make immediate adjustments to your teaching.

Connectivity offers many opportunities for formative assessment. A prime example are the end-of-lesson Communication Activator activities, where learners demonstrate they have mastered the Communication Goal of that lesson. When this assessment stage reveals that students need additional practice, here are some suggestions:

- Supply worksheets from the printable activities on the Pearson English Portal. You may want to pair students with mixed abilities, giving them an opportunity to learn from each other.
- For homework, suggest activities from the Online Practice. Viewing the gradebook can help inform your teaching since you will have insights into which students need additional support.
- Encourage students to do the activities on their mobile app in the skill areas where they are the weakest.

Summative assessment/Test Generator

The Assessment folder, located in Resources on the portal, contains the *Connectivity* Achievement tests. These tests provide summative assessment of all content and skills: vocabulary, grammar, speaking, reading comprehension, and listening comprehension. Content and skills are tested both receptively and productively; for example, learners complete multiple choice and cloze items, put dialogue utterances in the correct order, etc. Speaking and writing can be tested productively using the optional Writing and Speaking tests. The corresponding rubrics for grading these are included in the Assessment folder.

In the Assessment folder, you will also find Test 1 and Test 2 PDF versions of each test, with answer keys. These tests have different questions, so you can use one as a practice test, and one as the official test, if you wish. Or, as a way to prevent cheating, you can distribute both versions of the test in one class, alternating them among the students. The folder also contains downloadable audio files.

The Achievement tests are also available in the Test Generator. With the Test Generator, you can print the tests as they are or customize them. For example, you can create tests of grammar items only for Units 1–3, or scramble the answer choices on a test to create an alternate version. When you customize a test, the Test Generator creates a new matching answer key. Instructions on how to use the Test Generator are located in the Test Generator folder.

Connectivity as part of a student's entire learning journey

One mechanism for checking that students are making progress in their learning journey is to have them take a *Benchmark* exam. Once placed in a level of *Connectivity*, students take the appropriate level of the *Benchmark* exam as a pre-course diagnostic of their proficiency level. They then take it again at another point in their learning journey to measure their progress against this baseline score. The content in *Connectivity* has been mapped to the *Benchmark*. This means that—based on the skills gaps that the test identifies—the test can inform teachers which lessons in *Connectivity* need to be reviewed. For more information, go to **pearsonenglish.com/benchmark**.

For students who choose to take an international exam to earn a certificate, such as International Certificate, PTE Academic, or other high-stakes exams, such as TOEFL, TOEIC, and/or Cambridge exams, *Connectivity* offers a "Test-Taking Skills Booster." This booster has been designed to help students become familiar with the question types that appear on high-stakes exams, using content is from *Connectivity*.

Connectivity offers teachers a wealth of teaching supplements, including a wide array of printable resources. These worksheets and other resources are located in the **Resources** folder on the Pearson English Portal.

What types of resources are available?

There are two types of printable resources included in the course:

Type 1: Resources that can be used during a lesson to extend or customize the Student's Book activities.

Energizer Worksheets	Worksheets that offer extra support and greater exploitation of the model conversations by reminding students of language they have already learned in the unit—and in previous units.
Extra Grammar Exercises	Exercises that provide more practice of the Student's Book grammar presented in the Student's Book. Can be done in class (individually or in groups) or distributed as homework.
Extra Reading Comprehension Exercises	Exercises that supplement the Student's Book Reading activities with basic comprehension questions and critical-thinking tasks.
Inductive Grammar Charts	Worksheets that encourage students to discover lesson grammar rules themselves. May be used as a quick pre-test to confirm what students already know, as a post-test to confirm mastery, or as part of an entirely inductive presentation (for teachers who favor that approach).
Keep Talking! Video Worksheets	Exercises that exploit the content in the *Keep Talking!* Videos, including dictations, complete the sentences, comprehension questions, and more.
Learning Strategies Worksheets	Activities that help students become effective learners. Includes strategies for vocabulary building, reading, listening, and conversation.
Phrase Book	Lists that help students to recycle language they have already learned while doing the Extend-It lessons.
Reading Speed Calculator	A chart that allows students to calculate their reading speed (in words per minute) for the reading selection in each unit.
Writing Process Worksheets	Step-by-step guides that improve students' writing ability through pre-writing, peer feedback, and self-editing.

Type 2: Resources that are suitable for use after students have completed a unit. These resources help review, consolidate, and/or extend what students have learned in the unit.

Pronunciation Pair Work	Extension activities designed to provide further practice of the optional Pronunciation Lessons in the back of the Student's Book.
Test-Taking Skills Booster	Reading and listening exercises that prepare students to succeed on standardized proficiency exams that demand high-level comprehension skills and logical thinking.
Unit Review	End-of-unit exercises, including listening, that help make unit grammar, vocabulary, and social language memorable. Can be used as a review, quiz, self-check or pre-test.
Unit Study Guides	A list of all productive language in the unit (i.e., language that students are expected to be able to use). Intended for self-assessment, review, and/or test preparation.
Web Projects	Guided research leading to written or oral class presentations that are designed to challenge students to take a closer, more in-depth look at topics they were exposed to in *Connectivity*.

WARM-UP ACTIVITY BANK

Throughout the *Connectivity* Teacher's Edition and Lesson Planner, the teacher's notes provide focused warm-up activities for each unit. As a supplement to those suggestions, the list below provides you with some quick, general, game-like activities that can be used at the beginning of class. These activities:

- help students transition from their first-language environment to an English-speaking one.
- accommodate latecomers to class (and motivate students to be on time).
- add some fun to the start of class.

Warm-ups recycle language studied in one or more previous units. They don't require any extra materials or special equipment.

Warm-ups should take only 2–3 minutes of class time. You may want to use an egg timer or the timer on your phone, or ask a learner to be the timekeeper.

Levels 4–5

CATEGORIES

Write five categories on the board (for example: *animals, foods, countries, furniture, sports*). In pairs, have students list the categories on a piece of paper. Choose a letter (A–Z) at random, and write it on the board. When you say go, pairs write down a word for each category beginning with the letter on the board. For example, if the letter is *C*, example answers are *cat, cake, Cambodia, chair, cricket*. The first pair with five correct answers wins.

SHAPE SHARE

In pairs, have students take out a piece of paper and a pencil. Ask students to face away from the board. Draw a large vertical rectangle on the board. In the rectangle, draw 3–4 random shapes (for example: lines, circles, triangles, squares). Then, tell Student A to face front while Student B stays facing away. When you say go, Student A has one minute to give Student B instructions on how to replicate the drawing on the board. For example, *In the top left corner, there is a large circle. In the middle, draw a short horizontal line*. Remind students they can use only words, no gestures. After one minute, call time. Have students turn around and compare their drawing with the drawing on the board.

STORY CIRCLE

Write a sentence on the board to start a story. For example, Yesterday, *I bought two chocolate cakes*. In small groups, have students take turns adding one sentence to the story. For example, *Student 1: I walked home carefully carrying one cake in each hand. Student 2: I rang the doorbell for someone to open the door, but nobody answered. Student 3: Then out of nowhere, my dog jumped up and opened the door!* After two minutes, call time.

INFO QUESTIONS

In pairs, have students take turns sharing something they believe to be true and asking each other questions beginning with *Who, What, Where, When, Why, and How.* For example, *A: Too many people can't access clean water. B: Where is water polluted? What makes water dirty? Why is this problem so serious? How can we solve this problem?* If they can, students should answer. If not, suggest they say, *Good question. I don't know.*

TABOO

Arrange students in pairs. Student A sits facing the board, and Student B sits facing away. Write a word or phrase on the board (for example: *graphic design*). When you say *go*, Student A has one minute to get Student B to guess the word or phrase using associated words as clues but not any part of the word or phrase itself. For example, Student A could say *job, visual, logo,* and *colors* as clues, but not *graphic* or *design*. After one minute, call time. Have students switch roles.

WHAT'S DIFFERENT?

Have a volunteer stand in front of the class for fifteen seconds while the other students notice what the person is wearing. Then, take the volunteer outside of the room, and change one thing about what he or she is wearing (for example: move a hair clip, roll up a sleeve). Bring the volunteer back to the front, and elicit from the class declarative statements about what's different. Each student gets only one chance to guess. For example, *Your hair clip is now on the left. Your right sleeve is rolled up.* The volunteer responds with *yes* or *no*. The student who guesses correctly wins.

SYNONYMS, ANTONYMS

Arrange students in groups of three. Have them individually draw three columns on a piece of paper. Give students thirty seconds to list three adjectives in the first column (for example: *happy, tall, difficult*). After thirty seconds, ask students to pass their papers to the left. Have them write synonyms for their partner's adjectives in the second column (for example: *glad, high, hard*). After thirty seconds, ask students to pass their papers to the left. Have them write down three antonyms to complete the table (for example: *sad, short, easy*).

TONGUE TWISTER

Arrange students in pairs. Give each pair one or two sounds (for example: /p/ and /b/). Have students create a tongue twister—a sentence with 8–10 words, five of which must begin with the sounds given (for example: *Peter Piper picked a peck of pickled peppers*).

TELEPHONE

Ask students to stand side by side in a straight line. Whisper an expression (for example: *Take it easy!*) or a sentence (for example: *I love to go hiking with friends.*) so only the first student in the line can hear you. This student then whispers the same expression or sentence to the next student. Students repeat until the message reaches the last player in line. This student says the expression or sentence aloud so the class can hear how much it has changed.

COMPARISONS

Arrange students in small groups. Write a category on the board (for example: *cities, animals*). Say aloud a comparison of two objects from this category (for example: *Monkeys are louder than snakes*). One student from each group then makes a new comparison starting with the second noun, snakes (for example: *Snakes are scarier than bunnies*). Students continue to take turns making comparisons in this manner for two minutes.

UNIT 1

Describing Ourselves and Others



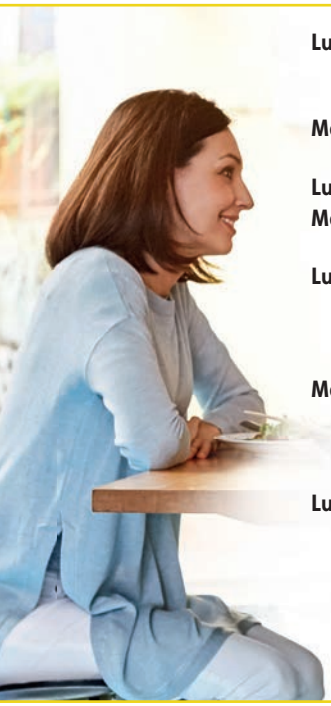
Possible answer:
They are shocked and think Elaine shouldn't have told Charlie to lie because there could be consequences if the school finds out.

PREVIEW

A THE BEHAVIOR OF OTHERS | Listen to a conversation. What do the two women think of Elaine's behavior? Discuss with a partner.

B ZOOM-IN | Read and listen to a married couple discuss the first day at a new job. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Lucy = American English (regional)
Mark = American English (standard)



Lucy: So, tomorrow's the big day! If I know you, you've already got butterflies in your stomach. Do you?

Mark: I guess. I'm always a little nervous about new situations.

Lucy: What's worrying you the most?

Mark: Silly things, like what if the people aren't friendly?

Lucy: But didn't you tell me your new boss walked you around to introduce you to the other managers? You said everyone was so nice.

Mark: They were. But now I'm starting to think this is a big step up. What if I don't do well? You know me. I'm just a worrywart.

Lucy: Listen. We've been together a long time. I don't think you're a pessimist deep down. I think you just imagine the worst to protect yourself if things don't work out the way you want. It's just the way you cope with the stress.

Mark: You think so?

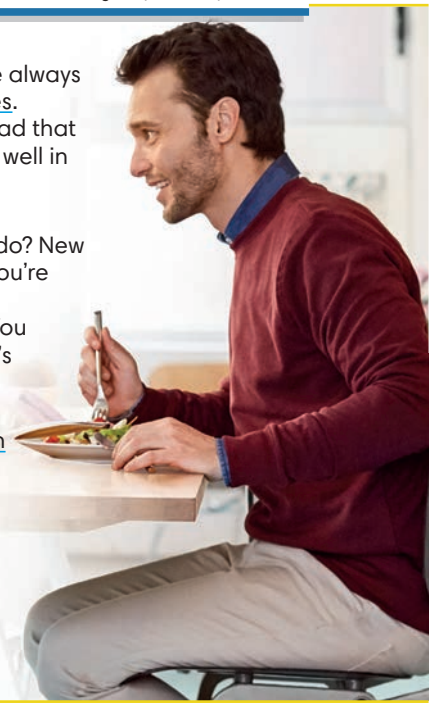
Lucy: I do. But remember that you've always been able to roll with the punches. Remember that time when you had that unfair boss? You managed to do well in spite of him.

Mark: I suppose . . .

Lucy: But hey, what are you gonna* do? New jobs are stressful, for everyone. You're being too hard on yourself. Try to cut yourself some slack, OK? You always rise to the occasion. That's one of your strengths.

Mark: Thanks, but I wish I were more like you. You just naturally look on the bright side of things.

Lucy: Well, they say opposites attract. That's why the two of us are a great pair! . . . And take it from me: tomorrow's gonna be a piece of cake!



* **gonna** = common spoken pronunciation of "going to."

C UNDERSTAND FROM CONTEXT | With a partner, paraphrase the meaning of these featured words or phrases from Zoom-In. Then use each one in your own sentence.

"I get butterflies in my stomach when I have to get on a plane."

1 get butterflies in your stomach *get nervous*
2 be a worrywart *be a person who tends to worry a lot*
3 roll with the punches *deal with problems by doing whatever you need to do*
4 cut yourself some slack *give yourself a break / take pressure off yourself*
5 look on the bright side of things *focus on the good points in a situation*
6 opposites attract *two people who are very different like each other*
7 a piece of cake *an easy task*

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

E GROUP WORK | Complete the chart about scary situations and then compare with your classmates.

other: *an exam at school* | *I might not do well.* | *I study and get a good night's sleep!*

	What's scary about it?	How do I cope or prepare?
a long trip away from home		
a job interview		
a new academic year		
a medical or dental appointment		
other:		

Unit 1 Describing Ourselves and Others

PREVIEW	Students listen to a conversation about ethical behavior, read a conversation about positive and negative outlooks, and complete a quiz about their outlook.	
LESSON 1 **Talk about your personality and character**	***Vocabulary***	Adjectives to describe personality and character traits
	Grammar	Gerunds and infinitives: review and expansion
LESSON 2 **Describe how people behave**	***Grammar***	Verbs that require a noun or pronoun before an infinitive
	Listening skill	Listen to infer
LESSON 3 **Discuss how we respond to others' conduct**	***Vocabulary***	Attitudes towards others' conduct
	Listening skill	Listen to confirm content; Listen to infer
LESSON 4 **Talk about nonverbal communication and culture**	***Reading skills***	Recognize main idea; Understand from context
	Project	Research and present information about nonverbal communication

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

Preview

A THE BEHAVIOR OF OTHERS

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation. To check comprehension, ask:
  Who do you think Charlie is? (Elaine's son or her younger brother)
  What happened when Charlie was filling out his school application? (Elaine told him to lie about having gotten an award for community service.)
  Why is this a bad idea? (Charlie will think it's OK to lie, and he could be asked to leave the school if the school finds out he lied.)
- In pairs, have Ss discuss the question in the directions.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Read the directions aloud. Allow Ss to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  Why is Mark nervous? (He is starting a new job.)
  Does Lucy think Mark is a pessimist? (No, she says he just imagines the worst to protect himself.)
- Point out the two occasions in which Lucy says *gonna*. Explain that *gonna* is never used in writing.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Ask, *What is* context? (the words and sentences that come before and after a word or phrase) Read the directions aloud. Make sure Ss understand that *paraphrase* means to express something in one's own words.
- Model item 1. Ask a pair of Ss to read Lucy's first turn and Mark's reply. Ask, *What tells you the meaning of* get butterflies in your stomach? (When Mark says *I'm always a little nervous . . .*) Finally, call on a volunteer to read the answer and the example statement.
- Have Ss work in pairs. Go over the answers with the class. Call on Ss to share their sentences.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Clarify that Ss shouldn't look up the featured phrases in Exercise C.
- Have Ss look up their words or phrases in a dictionary. At this level, Ss should be using an English-English dictionary, such as the *Longman Dictionary of Contemporary English*. For example, *rise to the occasion* means to deal successfully with a difficult situation.

E GROUP WORK

Suggested time: 10 minutes | Your time:

- Have Ss complete the chart individually. Then have them compare answers in small groups.

F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Write on the board: *Quiz about your outlook*. Review that *outlook* refers to a person's point of view or attitude about life.
- Tell Ss they will read a variety of situations and choose the response they would have. Point to the white circles to indicate where Ss will write numbers. Then draw Ss' attention to the bottom of the quiz and explain the goal: to determine if one is an optimist, a realist, or a pessimist.
- Invite Ss to circle the outlook they think they have, to later compare with the outlook the quiz calculates.
- Clarify any vocabulary as needed. For example, *assume* means to think that something is true.
- Assist as Ss complete the quiz. Make sure Ss write points and calculate a score.

LANGUAGE NOTES

- Item 1: *You win some, you lose some* is an expression used to show you accept that you weren't successful at something. It can also be used to show another person sympathy for something that didn't work out. The abbreviated version is also used: *Win some, lose some*. A similar expression is *You can't win them all*.
- Item 6: *Keep* (or *have*) *an open mind* means to deliberately not form an opinion about something.

START TALKING | GROUP WORK

Suggested time: 5 minutes | Your time:

- Have Ss discuss the quiz results in small groups. Write on the board: *Were you surprised by your score? Did you predict a different outlook?*
- Bring the class together and count the number of Ss with each type of outlook.

LANGUAGE NOTES

- You may need to clarify the differences between the noun and adjective forms: *optimist, optimistic; realist, realistic; pessimist, pessimistic*.
- A person or attitude can be *optimistic, realistic*, or *pessimistic*.
- A person can be described as *an optimist, a realist*, or *a pessimist*.
- The abstract nouns are *optimism, realism,* and *pessimism*. For example: *Her optimism encouraged everyone around her*.

ROLE PLAY

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the statements. Then form pairs.
- Instruct Ss to take turns playing the person making the pessimistic statement and the person responding. Pairs can use the Zoom-In conversation on page 2 as a model for the role play. Encourage Ss to vary the role play by having a pessimistic person agree with the pessimistic outlook for one of the statements.
- Invite pairs to share their role plays with the class. Tell Ss to comment on the situations where not only the speaker but also the responder had a pessimistic outlook. Ask, *Have you ever said something pessimistic and gotten a pessimistic response?* Invite Ss to share.

EXTENSION (+5 minutes) Have Ss think up scenarios similar to those described in the quiz and ask each other how they would react. These can be made-up situations or examples from real life.

EXTENSION (+5 minutes) Say, *In Exercise C you learned the saying "Opposites attract."* In pairs, have Ss discuss if they agree with the idea that opposites attract in a relationship, giving examples from their own experience.

Lesson 1 Talk about your personality and character
Lesson 2 Describe how people behave
Lesson 3 Discuss how we respond to others' conduct
Lesson 4 Talk about nonverbal communication and culture

F TALKING POINTS | Take a quiz about your outlook. Write your points in the circles. Then calculate your score.



1 You submit a story to a magazine for publication. They reject it. You think . . .

"I guess I sent it to the wrong magazine. Let me send it somewhere else."	1 point
"Oh, well. You win some and you lose some. It's not the end of the world."	2 points
"Maybe I should just quit writing. I'll never be a success."	3 points



2 You wake up at 3:00 a.m. with nausea and a stomachache. Your first thought is . . .

"I think I ate something for dinner that didn't agree with me. I'll just go back to sleep. I'll feel better in the morning."	1 point
"It's probably nothing serious. I'll just take some medicine."	2 points
"This could be really serious. I'd better go to the emergency room."	3 points



3 Your boss invites you to lunch at a nice restaurant. You say to yourself . . .

"I must be getting a promotion or a raise."	1 point
"My boss must like to socialize with everyone."	2 points
"Uh-oh! Maybe there's something wrong with my work."	3 points



4 You are at home and someone unexpectedly rings your doorbell. You think . . .

"Great! It's probably a friend stopping by."	1 point
"I wonder who that could be. I'll go and find out."	2 points
"I'm not answering that. It could be a salesperson, or even a burglar."	3 points



5 You see a headline about a local disaster. You . . .

start thinking about how you can help.	1 point
realize that bad things sometimes happen to good people.	2 points
feel very unsafe and worry this might happen to you.	3 points



6 You are introduced to someone new. You . . .

assume that person is a nice person.	1 point
keep an open mind about whether you'll like each other.	2 points
assume that person won't like or respect you.	3 points

CALCULATE YOUR SCORE _____ points

6–9 points	YOU'RE AN OPTIMIST.	You have a positive outlook and look on the bright side of things.
10–14 points	YOU'RE A REALIST.	You see the world as it is and can roll with the punches.
15–18 points	YOU'RE A PESSIMIST.	You tend to be somewhat of a worrywart and can have a negative outlook.

START TALKING

GROUP WORK Compare and discuss answers and scores with your classmates. Then calculate the average score for your class. On average, how optimistic, realistic, or pessimistic is your class?

ROLE PLAY Take turns responding to the following pessimistic statements. Use your own words and language from Exercise C in your responses.

"I just had an interview for my dream job, but I'll never get it! I'm not good at interviews."

"I want to get married, but my fiancé[e] and I are so different. I'm afraid we'll never get along."

"I got up with a really bad headache. Maybe it's something really serious."

1 COMMUNICATION GOAL Talk about your personality and character

A VOCABULARY | Adjectives to describe personality and character traits | Read and listen. Then listen again and repeat.

Leo's goal is to be company president as soon as possible.



He's **ambitious**.

Alex likes to laugh and clown around. Everyone loves to be with her.



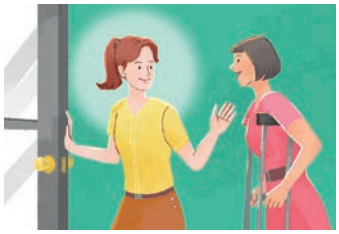
She's **fun-loving**.

They're great at working together and they get things done in half the time.



They're **collaborative**.

Violet's aware of other people's needs and helps out when she can.



She's **considerate**.

Craig wins every race, but he doesn't think he's better than anyone else.



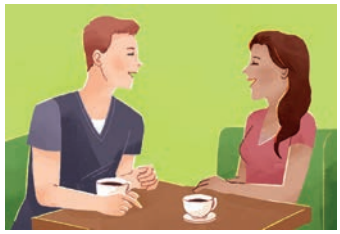
He's **modest**.

Kelly rarely acts silly. She always pays attention to what's important.



She's **serious**.

Lisa and Greg love to spend their time chatting with each other.



They're **talkative**.

If you give Josh a job to do, you can count on him to do it well and on time.



He's **trustworthy**.

B ACTIVATE VOCABULARY | Classify the Vocabulary and other adjectives on the Venn diagram, according to your personal opinion. Then discuss with a partner.



"Serious can be either. Seriousness is usually a positive trait, but some serious people can be boring."

Other adjectives

polite	independent
Impolite	relaxed
punctual	boring
rude	funny
friendly	honest
unfriendly	dishonest
outgoing	reliable
liberal	unreliable
conservative	loyal
radical	disloyal
interesting	fair
intelligent	unfair

C GRAMMAR | Gerunds and infinitives: review and expansion

Remember: Gerunds and infinitives function as subjects, objects, and subject complements.

Subject: Collaborating with colleagues helps get jobs done fast, and it's more fun than working alone.

Direct object of a verb: I avoid making friends with people who are too talkative. I prefer to spend time with quiet people.

Subject complement: Our goal is to find a trustworthy travel agent to advise us on travel to Africa.

Some verbs can only be followed by a gerund as the object of the verb. Some verbs can only be followed by an infinitive. Others can be followed by either a gerund or an infinitive.

We considered inviting the boss to the party. NOT We considered ~~to invite~~ the boss to the party.

They've decided to reserve a room for the night. NOT They've decided ~~reserving~~ a room for the night.

She prefers going alone. She's very independent. OR She prefers to go alone. She's very independent.

For lists of verbs followed by gerunds and / or infinitives, see pages 113-114.

For a list of expressions followed by gerunds, see page 113.

For a list of adjectives followed by infinitives, see page 114.

LESSON 1 Talk about your personality and character

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the adjectives to describe personality and character traits.
- Then have Ss listen and repeat the words.
- To check comprehension, ask, *What does* [ambitious] *mean?* Tell Ss to refer to the sentence(s) above each picture to come up with a definition. Model the first answer if necessary. Say, Ambitious *means having a strong wish to be successful or powerful.*

LANGUAGE NOTES

- *Considerate* can describe an affirmative action, such as being helpful to others. In that sense, it is similar to *helpful* or *polite*. However, *considerate* is also often used when one refrains from doing things that might annoy others, such as talking loudly on the phone in a quiet public place.
- *Trustworthy* suggests moral and ethical behavior. A trustworthy person is truthful and honest and can be trusted with secrets.

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Call on a volunteer to read the words in **Other adjectives**. Elicit definitions to check comprehension. Make sure Ss understand the words *liberal* (favoring progress or reform; open to ideas and opinions), *conservative* (opposed to change or new ideas), and *independent* (confident and able to do things by himself or herself). Note: The adjectives on this list were taught previously in the *Connectivity* course. If Ss don't remember the words, suggest they use a dictionary to look them up.
- Direct Ss' attention to the example answer.
- Assist as needed while Ss complete their charts and compare them. Question Ss if they appear to have misplaced any of the adjectives. For example, ask, *Why do you think being modest is negative?*
- Draw the Venn diagram on the board. Call on volunteers to fill it in. Invite the class to respond if they agree. If there are words Ss disagree on, write them in the *Can be either* column. Encourage Ss to present scenarios to support their opinions. (For example: Being ambitious can be a good personality trait. But if a person doesn't have a good work-life balance, this could be negative.)

OPTION Have Ss create a vocabulary journal in which they can write words they want to remember.

C GRAMMAR

Suggested time: 15 minutes | Your time:

- To review gerunds and infinitives, write *see* on the board. Ask, *What is the infinitive form? What is the gerund form?* Write *to see / seeing* underneath.
- Have Ss read the **Remember** note. Elicit or explain that a subject complement is a word or phrase that comes after a linking verb (such as *be*) and identifies the subject. Have Ss study the third example sentence. Ask, *What is the subject complement?* (to find) *What subject does it identify?* (our goal) *What verb does it follow?* (is)
- Tell Ss to read the other example sentences. Then write on the board:
  1. My dream is to run in a marathon one day.
  2. Running is a good form of exercise.
  3. I enjoy running in the park.
  Ask, *What is the infinitive?* (to run) *The gerund?* (running)
  Ask, *In which sentence does the gerund or infinitive function as the subject?* (sentence 2) *Direct object?* (sentence 3) *Subject complement?* (sentence 1)
- Have Ss read the second rule and study the examples and incorrect uses.
- Point out that while some verbs can only be followed by gerunds or infinitives, others (like *prefer*) can take either a gerund or an infinitive.
- Tell Ss there are a few verbs that can be followed by either a gerund or an infinitive with differences in meaning. Write on the board:
  1. Owen stopped buying coffee.
  2. Owen stopped to buy coffee.
  Elicit the difference. (In sentence 1, Owen doesn't buy coffee anymore; in sentence 2, Owen stopped doing an activity in order to buy coffee.)
- Have Ss read the rule about prepositions and the explanation on the right about adjectives. Write: *I'm interested in (take) a class. I am happy (see) you.* Elicit answers. (taking / to see you) Point out that an infinitive comes directly after the adjective. If there is a preposition after the adjective, then a gerund follows.
- Have Ss read each rule under *Other uses of infinitives.* Call on volunteers to read the examples.

TEACHING TIP Ss can refer to pages 113–114 of the Reference charts for lists of verbs followed by gerunds and / or infinitives, expressions followed by gerunds, and adjectives followed by infinitives.

GRAMMAR EXPANDER (optional, pages T115–116)

D LISTEN TO ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss read the lists. Clarify vocabulary as needed. Ask Ss to skim the exercise items and tell them that each sentence will require one item from each list.
- Play the audio. Pause after each conversation to allow Ss time to choose the words.
- Have Ss listen again to check their work. Go over the answers as a class.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Form pairs. Tell Ss to underline the verb, adjective, preposition, or phrase with impersonal *it* before the blank.
- Invite volunteers to read the example conversation.
- Give Ss a few minutes to complete their questions.
- In pairs, have Ss ask and answer each other's questions.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Use *I'd say* to soften an assertive opinion
- Say *I see you as* to introduce your description
- Use *I don't see myself that way* to politely contradict another person's description of you
- Use *tend to* and *seem to* to make generalizations

- Have Ss look at the photo and say what they see.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What word does the man use to describe his personality? (serious)
  Does the woman agree? (No, she thinks he is fun-loving.)
  How does the man see the woman? (as outgoing)
  Why does he think this? (because she tends to be talkative and seems to like being with people)
- Invite Ss to identify a gerund and two infinitives in the conversation. (*spend . . . time working* in lines 2–3; *tend to be* and *seem to like* in lines 10–11)
- Call Ss' attention to the **Social language** box and read the heading. Model each phrase for Ss to listen and repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation again and repeat each line. Make sure they:
  - use falling intonation for *So how would you describe yourself?* and *Why do you say that?*
  - use rising intonation for *Me?*, *Serious?*, *You do?*, *You?*, and *Really?*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

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

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

✓ using adjectives to describe personality and character traits

✓ using infinitives after *tend* and *seem*

OPTION Use the Unit 1 Energizer Worksheet to provide Ss with additional language support in creating their conversations. (See "Energizer Worksheet" under Printable Resources in the Pearson English Portal.)

TEACHING TIP The purpose of the **Keep Talking!** box and video is to encourage Ss to personalize the conversation by asking more questions and providing more information.

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) Form pairs. Write on the board:

1. *Angela decided _____ (apply) for the vice president position at her company.*
2. *Leo and Barb are excited about _____ (work) with two other teams on the new project.*
3. *Jeff loves _____ (laugh) and hang out with people.*
4. *Jamie studies hard and tries _____ (get) good grades in her classes.*

Have Ss complete the sentences with a gerund or infinitive form of the verb. (1. to apply, 2. working, 3. to laugh, 4. to get) Then have them choose adjectives to describe the person or people in each sentence. (For example: 1. ambitious, 2. collaborative, 3. fun-loving, 4. serious) Monitor Ss' conversations to identify areas for review and extra practice.

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

Prepositions can be followed by gerunds, not by infinitives.
I read a book **about developing** a positive outlook.
NOT I read a book about ~~to develop~~ a positive outlook.

Adjectives can be followed by infinitives, not by gerunds.
We're **excited to go** to Gina and Andy's wedding.
NOT We're excited ~~going~~ to Gina and Andy's wedding.

Other uses of infinitives

To state a fact or an opinion with an impersonal it.
It's a good day **to meet** your new colleagues.

To state the purpose of an action.
I got a good night's sleep **to prepare** for my first day on the new job.

To modify an adjective with too or enough. Note: Enough follows an adjective.
They were **too late to make** the meeting, but they were **early enough to participate** on Boom.
NOT . . . they were ~~enough early to participate~~ on Boom.

GRAMMAR EXPANDER p. 115
- Infinitives: review, expansion, and common errors
- Parallelism with gerunds and infinitives

D LISTEN TO ACTIVATE GRAMMAR | **Listen to the conversations. Then complete each statement with the gerund or infinitive form of a verb from List 1 and a word from List 2.**

List 1	List 2
paint	the kitchen
have to	responsibilities
tell	home
be	considerate
stay	accident
log on	the webinar

1 He's apologizing for not *being considerate* to Laura the day before.
2 Katherine's worried about *telling* Mack about her *accident*.
3 José's staying home this weekend *to paint the kitchen*.
4 She's upset because it's too late *to log on* to *the webinar*.
5 Elliot doesn't mind *staying home* with Theresa.
6 Veronica's a little down about *having to* change *responsibilities*.

E PAIR WORK | **Complete the questions with your own ideas, using gerunds and infinitives. Then answer your partner's questions.**

When's a person too old to drive? / That depends on the person.

1 When is a person too old . . . . . ?
2 Do you object to . . . . . ?
3 In your family, does anyone mind . . . . . ?
4 What don't your friends like . . . . . ?
5 Do you think it's a good time . . . . . ?
6 When are you usually ready . . . . . ?

COMMUNICATION ACTIVATOR

Now let's talk about our personality and character.



A CONVERSATION MODEL | **Read and listen.**

A: So how would you describe yourself?
B: Me? Well, I'd say I'm pretty serious. I spend way too much time working.
A: Serious? I see you as more fun-loving.
B: You do? I don't think of myself that way. But, in any case, can't a person be both serious and fun-loving?
A: I suppose. And how would you describe me?
B: You? I see you as pretty outgoing.
A: Really? Why do you say that?
B: Because you tend to be talkative and you seem to like being with people a lot.

Social language
Ways to describe personality and character

I don't think of [you] that way.	I'd say [you're] . . .
[I tend] to . . .	I see [her] as . . .
[You seem] to . . .	

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

C IN YOUR OWN WORDS | **Create a similar conversation, using the Vocabulary and other adjectives for personality or character. Start like this: *So how would you describe yourself?* Be sure to change roles. Then change partners. (Option: Use the Unit 1 Energizer Worksheet.)**

KEEP TALKING!
- **Say more about yourself.**
- **Provide examples that explain the adjectives you used.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL Describe how people behave

A GRAMMAR | Verbs that require a noun or pronoun before an infinitive

Remember: Some verbs can be followed directly by an infinitive. However, in the active voice, some verbs must have a noun or pronoun object before the infinitive.

Passive voice		Active voice
(They were ordered to leave the building.)	→	She **ordered them to leave** the building.
(Drivers were warned not to park.)	→	The sign **warned drivers not to park**.
(She was told to be on time.)	→	I **told her to be** on time.
(I was taught to swim last summer.)	→	Jen **taught me to swim** last summer.

Some verbs, such as would like, want, ask, expect, and need, are used with or without a noun or pronoun object in the active voice, depending on the meaning.

Without an object	With an object
I'**d like to improve** my English.	I'**d like my children to improve** their English, too.
Matt **wants to buy** a new house.	Matt **wants his parents to buy** a new house.
She **asked to speak** to the manager.	She **asked me to speak** to the manager.

These verbs require a noun or pronoun before an infinitive in the active voice.

advise	convince	force	invite	permit	require	trust
allow	encourage	hire	order	persuade	teach	urge
cause	forbid	instruct	pay	remind	tell	warn

Negative infinitives
To make an infinitive negative, place not before the infinitive:
They advised us **not to come** late to the meeting.

Remember: To make a gerund negative, also place not before the gerund:
They complained about **not having** enough time.

For a list of verbs that can be followed directly by an infinitive in the active voice, see page 114.

B UNDERSTAND THE GRAMMAR | On a separate sheet of paper, change each sentence to the active voice.

See page T6 for answers.

The rental agency required rental customers to return cars with a full tank of gas.

1 Rental customers were required (by the rental agency) to return cars with a full tank of gas.
2 Spouses of teachers were invited (by the administration) to attend the graduation.
3 People who bought those sandals have been told (by the manufacturer) to return the shoes for a refund.
4 Rachel was advised (by the nurse) to get her flu shot early in the season.
5 We were encouraged (by the invitation) to arrive at the wedding ceremony before 4:00.

C GRAMMAR PRACTICE | Complete the sentences with your own ideas, using an object and an infinitive.

1 The news about the forest fires persuaded ..... to ..... .
2 Should they remind ..... to ..... ?
3 The gorgeous weather today has convinced ..... to ..... .
4 Why doesn't she pay ..... to ..... ?
5 The change in the schedule caused ..... to ..... .
6 The announcement from the health department warned ..... to ..... .

D PAIR WORK | Take turns answering the questions, using the cues provided.

1 **A:** Is Cleo bringing the sandwiches for the office party?
B: No, Cleo *expects / is expecting us to bring* them. (expect / us / bring)

2 **A:** Have you called the manufacturer about the missing parts?
B: No. I *asked / 've asked / 'm going to ask my husband to speak* to them about it. (ask / my husband / speak)

3 **A:** Who's going to choose the speakers for the wedding dinner?
B: Actually, I *would like the bride and groom to choose* all of them. (would like / the bride and groom / choose)

4 **A:** Do you want me to send e-mail thank-you notes for the kids' gifts?
B: Maybe not. I think I *want them to write* real handwritten cards themselves. (want / them / write)

5 **A:** Didn't you want to drive Paul to the sales meeting?
B: Actually, I *want / wanted Evelyn to drive* him because my husband is using the car. (want / Evelyn / drive)

PRONUNCIATION LESSON p. 131
Content words and function words

LESSON 2 Describe how people behave

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Write on the board: *I taught Mel to play guitar*. Underline *Mel*. Then write the topic of the grammar chart: *Verbs that require a noun or pronoun before an infinitive*. Then write: *I taught to play guitar* and ask, *Is this a correct sentence?* (no) *Why not?* (It doesn't say who you taught.)
- Have Ss read the **Remember** rule at the top of the chart. To review the grammar, focus on the first example sentences under *Active voice* and *Passive voice*. For the active statement, ask, *Who ordered them to leave?* (She did.) For the passive statement, ask, *Who ordered them to leave?* (We don't know.)
- Call on volunteers to read the rest of the example sentences in pairs.
- Return to the examples on the board. Elicit and write the passive form of *I taught Mel to play the guitar*. (Mel was taught to play the guitar.) Ask, *Is there a noun or pronoun object before the infinitive?* (no) Reiterate that only an active statement requires the object.
- Have Ss read the **Negative infinitives** note. Point to the second example sentence under the *Passive voice / Active voice* headings in the main grammar chart to illustrate the placement of *not* in each sentence.
- Have Ss read the next rule in the chart. Ask volunteers to read the sentence pairs aloud. For each sentence ask, *Is the focus on the subject or the object?*
- Write on the board: *Lisa needs to go to the store* and *Lisa needs you to go to the store*. Elicit the difference. In the first sentence, Lisa will be going to the store; in the second sentence, she will be asking you to go to the store.
- Finally, have Ss look at the final rule and list of verbs. Write on the board: *Ben allowed me to drive his car*. Call on volunteers to make statements using one of the verbs + an object + an infinitive. Refer Ss to the fuller list on page 114.

TEACHING TIP Negative gerunds were taught previously in the *Connectivity* course. The second part of the **Negative infinitives** note is a reminder to Ss that they've already worked with negative gerunds. If Ss haven't studied from *Connectivity* or learned how to form negative gerunds, reinforce the form by writing it on the board next to the negative infinitives.

B UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- For item 1, ask, *Who is the performer of the action?* (the rental agency) *What did it do?* (required rental customers to return cars with a full tank of gas) Ask a volunteer to read the sample answer on the right.
- In pairs, have Ss complete the exercise. Assist as needed. If necessary, ask, *Who is the performer of the action? What action occurred?*
- Call on a S to write the answer to item 5. Point out that the performer of the action may not be a specific person. Then bring Ss' attention to the agent in items 1, 2, and 3. Compare these to the agent in item 4, which is a specific person.

Answers for Exercise B

2. *The administration invited spouses of teachers to attend the graduation.*
3. *The manufacturer has told people who bought those sandals to return the shoes for a refund.*
4. *The nurse advised Rachel to get her flu shot early in the season.*
5. *The invitation encouraged us to arrive at the wedding ceremony before 4:00.*

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Tell Ss they will make up their own answers in this exercise. Point out that they can write either a pronoun or a noun before the infinitive. Elicit an example for the first item. (For example: The news about the forest fires persuaded us to cancel our vacation.) Then call on volunteers to think of other possible scenarios.
- Have Ss complete the exercise individually. Then have pairs compare answers. Assist as needed.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- For each item, tell Ss to identify the noun or pronoun in the cue and to make sure to follow it with an infinitive. (1. us, 2. my husband, 3. the bride and groom, 4. them, 5. Evelyn)
- Give Ss a few minutes to complete the exercise. Then have them compare answers with a partner. Point out that some items can have multiple answers. In pairs, Ss role-play the short conversations.

PRONUNCIATION LESSON (optional, page T131)

E GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Have Ss read the text. Play the audio if appropriate. To check comprehension, ask: *Do Doris's employees say positive, negative, or both positive and negative things about her?* (only positive) *What adjectives might describe a person who would "give you the shirt off her back"?* (kind, generous) *Why does Glen "thank (his) lucky stars" that he works for Doris?* (because their former boss was very unfair) *What allowed Trustworthy to thrive even when people weren't flying anywhere?* (Doris encouraged employees to brainstorm a new direction for the company, and they became a taxi service for packages.)
- Have Ss read the text again, focusing on the featured grammar. Ask, *What form do you recognize in the featured grammar?* (infinitives with active and passive voice) *Which three examples are in the passive voice?* (are urged to collaborate to solve, weren't allowed to carry, were forced to think) Finally, ask, *Do all the active statements with infinitives have a noun or pronoun object?* (yes) Call on volunteers to name them. (us, us, every employee, us, me, me)

F RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Have a volunteer read the phrases in the box. Tell Ss to scan the text for these words. Say, *You don't have to read the whole text again, just look for the words.* Ask, *Which of these words have a positive meaning?* (people person, sweetheart, team player) *Negative?* (pain in the neck, tyrant, workaholic)
- In pairs, have Ss talk about people they know with these styles of behavior. Time permitting, bring the class together and elicit one example for each of the styles.

G LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- Have Ss read the names and choices. Remind Ss that *inferring* is forming an opinion that something is probably true because of information that you have.
- Play the audio. Pause after each description to allow Ss to choose the correct answer.
- Have Ss listen again to check their work. Go over the answers as a class.

OPTION (+5 minutes) For grammar review, show Ss the audio script for Exercise G in the Portal. Have them find examples of verbs with objects and infinitives. (Conversation 1: . . . *and she's already persuaded us to do this complicated project* and *But is she going to expect everyone to work as much as she does?* Conversation 2: *He always asks me to work faster!* Conversation 3: *He seems to want people to think he's smarter than they are.*)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Tell Ss to write notes about two people. Call on a volunteer to read the sample writing.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these terms in their descriptions. Also encourage them to use the verbs in the chart in Exercise A on page 6 when describing people's behavior. (For example: My sister is a team player. She encourages everyone to work well together.)

B DISCUSSION

Suggested time: 5 minutes | Your time:

- Bring Ss' attention to the ideas in the **Keep Talking!** box. Explain that they will share the information from their notes and then talk about the people in more detail.
- Form pairs or groups. Encourage Ss to ask each other questions.
- Monitor Ss' conversations, encouraging Ss to use phrases for styles of behavior from the Grammar Close-Up. Assist as needed.
- For more support, play the **Keep Talking!** video before Ss do this activity themselves. Ask Ss to summarize the discussion in their own words. Then have Ss look at the audio script. You can make copies or access it in the Portal and then show it to Ss.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
- ✓ including vocabulary for styles of behavior
- ✓ using verb + noun / pronoun object + infinitive
- ✓ recycling vocabulary to describe personality and character traits

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Tell them to write a paragraph about a teacher who has had a positive impact on their lives. Instruct them to write about the person's character, personality, and behavior. Tell Ss to use three of these verbs: *advised, encouraged, forced, persuaded, reminded, required, instructed.* Collect the papers and read them to identify areas for review and extra practice.

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

E GRAMMAR CLOSE-UP | Read what four people say about Doris Hays, owner and operator of Trustworthy, a private air taxi company. Notice the featured grammar.



DORIS HAYS, CEO
Trustworthy Aviation



Glen Richards, technician

"I thank my lucky stars every day that I'm able to work for Doris. She's nothing like our former boss. He was a tyrant who ran the office like a dictatorship, ordering us to work nights and weekends. I mean, just because he was a miserable workaholic with no home life didn't mean we had to be workaholics like him. He was a total pain in the neck to us all!"



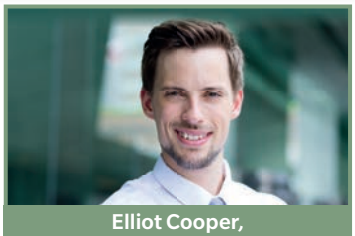
Lucille Cornish, bookkeeper

"Doris is a sweetheart—she'd give you the shirt off her back. She's a total people person who reminds us to value customers because our relationships with them are the key driver of our success. And even though Doris is the boss, she's a team player. In this company, all staff members are urged to collaborate to solve problems."



Agatha Smythe, pilot

"A few years back, during the pandemic, we weren't allowed to carry passengers in our air taxis, and we were forced to think of other ways to stay in business. Doris encouraged every employee to brainstorm solutions, no matter how impossible the ideas might seem. One of us came up with the idea to create a new role for Trustworthy: personalized air taxi service for packages and other small items."



Elliot Cooper, customer relations manager

"Today, thanks to Doris's leadership and other qualities, we've grown and thrived. Customers trust us to taxi their things with the same care we've always given customers themselves, and they've continued to be loyal to Trustworthy. This has persuaded me to look on the bright side, even in dark times, and it has taught me to value my boss and colleagues more than ever."

F RELATE TO PERSONAL EXPERIENCE | Look at the list of words and phrases from Grammar Close-Up that describe styles of behavior. With a partner, talk about people you know who can be described by them. Provide examples of what they do or have done.

a pain in the neck
a people person
a sweetheart
a team player
a tyrant
a workaholic

G LISTEN TO INFER | Listen to people describe other people's behavior. Notice how they use noun and pronoun objects with infinitives. Infer each person's style, according to the opinions expressed.

1	Margaret is:	☐ a workaholic	☐ a pain in the neck	☑ a team player
2	Peter is:	☐ a people person	☑ a tyrant	☐ a sweetheart
3	Tim is:	☐ a tyrant	☑ a pain in the neck	☐ a workaholic

COMMUNICATION ACTIVATOR

Now let's describe how people behave.

A TALKING POINTS | Choose two people you know. Make two statements about each person's personality, character, and behavior.

Person 1
1 My colleague Lea is a sweetheart, kind to all. She's a real team player too.

Person 1	Person 2
1	1
2	2

B DISCUSSION | Discuss the people you wrote about in Talking Points. Say as much as you can about them.

KEEP TALKING! ●●●

- **Say more about the person's life, family, and work.**
- **Tell your partner something that person did or something that happened to him or her.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

adjectives
ambitious
collaborative
considerate
fun-loving
modest
serious
talkative
trustworthy

nouns
an optimist
a pain in the neck
a people person
a pessimist
a realist
a sweetheart
a team player
a tyrant
a workaholic
a worrywart

3 COMMUNICATION GOAL

Discuss how we respond to others' conduct

A VOCABULARY | Attitudes towards others' conduct | Read and listen. Then listen again and repeat.

be open-minded accept the opinions and actions of others before deciding whether they are right or wrong

be empathetic be sensitive to and caring about the feelings of others; be able to "put oneself in someone else's shoes"

be judgmental have the habit of being automatically critical of the actions and opinions of others

be indifferent have no opinion about how other people behave

B ACTIVATE VOCABULARY | Take turns making comments about the conduct of the people in the pictures. Your partner says whether your comment is open-minded, judgmental, empathetic, or indifferent.

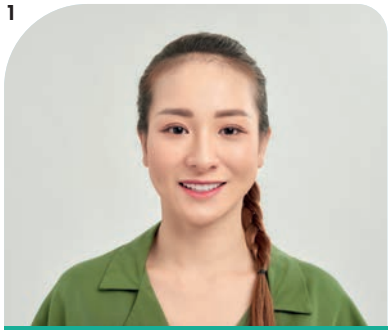




C RELATE TO PERSONAL EXPERIENCE | In a small group, describe what kind of attitude you generally have about other people's conduct. Provide examples.

D LISTEN TO CONFIRM CONTENT | Listen to three people talk about other people's behavior. Write T (true), F (false), or NM (not mentioned).

1



Emilie Jenkins, 18 St. Louis, U.S.A.

T a She wanted Justin to apologize to Taylor.

F b She asked the other kids to help Taylor.

2



Nelson Bowles, 32 Kensington, U.K.

T a Nelson and Shellie have a good marriage.

NM b Their friend Joe is open-minded.

3



Lyn Fazio, 58 New Haven, U.S.A.

F a The children's mother left the wrappers on the ground.

T b Lyn thinks children need to learn to be responsible.

LESSON 3 Describe how we respond to others' conduct

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Write on the board: *Attitudes towards others' conduct.* Summarize that in the last lesson the focus was on how people behave. This lesson will focus on how we react to other people's behavior.
- Have Ss skim the four attitudes.
- Have Ss listen. Then have them listen and repeat.
- Ask, *Which ones are you familiar with and which ones are new to you? Which have a positive connotation?* (open-minded, empathetic) *Which have a negative connotation?* (judgmental, indifferent)

LANGUAGE NOTES

- An *antonym* is a word that means the opposite of another word. *Open-minded* and *judgmental* are antonyms. *Empathetic* and *indifferent* are antonyms.
- The expression *put oneself in someone else's shoes* means to try to imagine what it would be like if you were in the same situation as someone else. A similar idiom is *walk a mile in someone's shoes*.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Make sure Ss understand that the words in Exercise A should be used only in reply to a partner's first comment. Read the example conversation with a volunteer.
- Monitor as Ss work. Help elicit comments if needed.

C RELATE TO PERSONAL EXPERIENCE

Suggested time: 10 minutes | Your time:

- If Ss don't feel comfortable talking about themselves, tell them they can talk about someone they know.

OPTION (+5 minutes) Invite Ss to comment on whether their parents or people from other generations tend to be more judgmental. Ask Ss to share examples. (For example: They are judgmental about morals, music, and how much time younger people spend on their phones.) Then ask, *In what ways might younger generations be judgmental about older generations?* (For example: They think that older generations don't understand technology and are not open-minded.)

EXTENSION (+10 minutes) Have a class discussion on the topic of whether social media is making us more empathetic and open-minded towards other people, or more judgmental and / or indifferent. Ss can discuss in groups, giving examples to back up their views.

D LISTEN TO CONFIRM CONTENT

Suggested time: 15 minutes | Your time:

- Read the directions. Tell Ss to preview the statements.
- Play the audio, pausing after each person speaks. Clarify vocabulary as needed (see Language Notes below). Have Ss work individually to mark the statements. Replay each conversation if appropriate.
- Go over the answers with the class.

LANGUAGE NOTES

- Emilie:

  Watch something go down means to watch it happen.

  Enough is enough is used to say that something that is happening should stop.
- Nelson:

  Give someone the benefit of the doubt means to accept what someone tells you, even though you think they may be wrong or lying.

  Jump to the conclusion (that . . .) means to form an opinion about something before you have all the facts.

  Are you kidding? is used when you are so surprised by what someone has told you that you do not completely believe them.

  Give me a break is used when you want someone to stop doing or saying something annoying.
- Lyn:

  Have so much (or a lot) on your plate means to have a large number of problems to deal with or a large amount of work to do.

  A teachable moment is an experience that offers an unplanned opportunity to learn something about a certain aspect of life, for example, behavior or manners.

  Meddlesome describes a person who becomes involved in situations that do not concern them, in a way that annoys people.

  You can bet . . . is used when you are sure that you know what someone will do or what will happen.

CHALLENGE (+5 minutes) Write the expressions from Language Notes on the board. In pairs or small groups, have Ss create sentences or conversations using the language.

E LISTEN TO INFER

Suggested time: 5 minutes | Your time:

- Play the audio again and pause after the first speaker. Ask, *Which word best describes the person?* Replay if appropriate. Repeat with the other two speakers. Ss might have differing opinions about whether Lyn is empathetic or judgmental. Accept either answer, as long as their sentences back up their opinion.

EXTENSION (+5 minutes) Direct Ss' attention to Nelson. Say, *We can infer Nelson is judgmental. Which of the adjectives describes what he is trying to be?* (open-minded) Ask, *Do you think it is possible to learn to respond to others' conduct differently? What are some ways to do this? Think of examples from your life or from observing other people.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures and read the descriptions. For the first picture, ask, *What verb describes what this person is doing?* (cheating) For the last picture, ask, *Why is* decorate in *quotation marks?* (because the toilet paper isn't making his house more attractive, and it is difficult to clean up)
- Have Ss take notes on how they would react to each situation. Assist as needed. For lower-level Ss, write the prompt *I would . . .*

TEACHING TIP In multi-level classes, notice struggling Ss and assist to elicit target answers. Refrain from helping too much, however. Sometimes giving an example can give away the point of the activity. Instead, encourage and prompt Ss to come up with their own ideas first.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A-B)

- Read the directions. Ask two volunteers to read the example conversation. Tell Ss to notice how one person states an opinion and the other responds to it and builds on it.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these expressions in their discussion. If appropriate, write prompts to help lower-level Ss navigate the structures in their answers:
  If I saw . . . I would . . .
  In this situation I think a person could / should . . .
  Assist Ss to help them express themselves clearly, but don't get too caught up in the grammar structures. (See the Teaching Tip below.)
- Form small groups. Tell Ss to respond both to the situation and to each other's responses. Tell them they can refer to the vocabulary in Exercise A on page 8 and make statements like *You're so empathetic* or *That's not very open-minded.*
- Monitor Ss' conversations. Remind Ss to be polite when responding to one another.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
- ✓ incorporating vocabulary for attitudes towards conduct
- ✓ giving their opinion

TEACHING TIP Questions posed to Ss may require Ss to produce structures they are not fully fluent in yet. In such cases, writing prompts can help Ss express their opinions. However, don't be tempted to give a separate grammar lesson (for example, on unreal conditionals), as this will distract from the lesson focus. If a S shows interest in more practice due to struggling with a structure, address this need separately and refer him or her to necessary practice outside of class.

CLOSURE ACTIVITY (+5 minutes) Form pairs. Write the words *open-minded, empathetic, judgmental*, and *indifferent* on the board. Tell Ss to take turns choosing a word and responding to one of the photos on page 9 with that attitude. (For example: That poor student must be so stressed. Maybe he is under pressure from his parents to do well.) The partner has to guess which word best describes the attitude. Explain that the response Ss give will not necessarily reflect their own true attitude. Monitor Ss' conversations to identify areas for review and extra practice.

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

E LISTEN TO INFER | Listen again and choose the adjective that in your opinion describes each person. Then write a sentence supporting your choice.

1 Emilie is (indifferent / empathetic / open-minded). *1. She felt bad for Taylor and could imagine just how he felt.*

2 Nelson is (open-minded / judgmental / indifferent). *2. If someone has different political views, he immediately thinks that this person is bad.*

3 Lyn is (empathetic / judgmental / indifferent). *3. She wants her grandchildren to put themselves in other people's shoes and imagine what the park would be like if everyone left their garbage on the ground.*

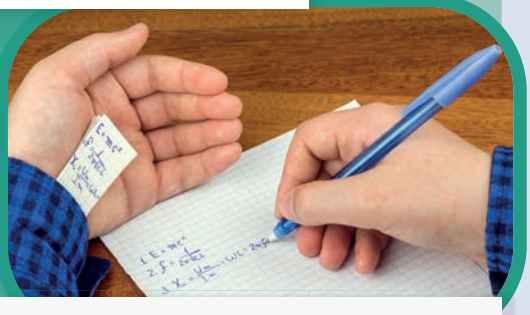
Possible answers:

COMMUNICATION ACTIVATOR

Now let's discuss how we respond to others' conduct.

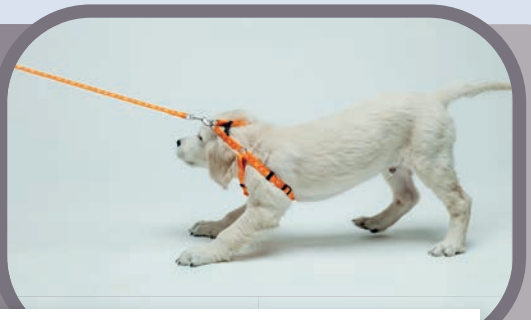
A TALKING POINTS | Imagine you witnessed each of the four situations. Write notes about how you think you would react to each one.

Mark was worried he might not be able to pass the exam.



A woman was shoplifting merchandise in a store.





Violet pulled hard on her dog's leash because the dog refused to go for a walk with her.

The basketball team decided to "decorate" the coach's house with toilet paper while he was asleep.



B DISCUSSION | In small groups, compare what you think you would (or a person could or should) do in each situation in Talking Points. (Option: Use the Unit 1 Soft Skills Booster, p. 151.)

I'm actually not sure what I would do if I saw someone hurting an animal. I don't think I'd say anything because I'd be afraid this person could be violent. But I'd feel very guilty about not acting.

Cut yourself some slack. I think *most* people would be afraid to speak up in this situation. Personally, I think I'd try to get a group of people to say something to that person. It's just awful when people are cruel to animals.

RECYCLE THIS LANGUAGE

- see the bright side of things
- roll with the punches
- I suppose . . .
- Piece of cake!
- I'd [convince / persuade / advise / force / encourage] ___ to . . .

4 COMMUNICATION GOAL

Talk about nonverbal communication and culture

Possible answer: Nonverbal signals, such as body language, facial expressions, eye contact, and tone of voice, can indicate how people feel about us or the current situation.

A READING | Read about nonverbal communication. How do nonverbal signals influence our perception of others?

Communication is about more than what we say …

It's widely believed that a large portion of communication between humans is nonverbal. In fact, research conducted by Dr. Albert Mehrabian, author of *Silent Messages*, found that 55% of communication is based on nonverbal elements instead of words.

Universally recognized facial expressions



happiness | sadness | anger | fear

What are the nonverbal components of communication? One basic yet powerful one is facial expression—how we move and arrange the features on our face. Interestingly, while many other nonverbal signals are culture-specific, four basic facial expressions are believed to be universal across cultures.

Posture and gestures provide clues to what we are feeling or thinking. Standing tall and straight conveys a positive image almost anywhere in the world, while a slumped posture with rounded shoulders can provide an impression of pessimism or sadness. Standing with one's hands on one's hips or across one's chest can be considered aggressive or defensive body language in some places. Gestures, unlike facial expressions and posture, however, tend to be very culture-bound. For example, a "thumbs-up" gesture can mean "Way to go!" in one culture but can be extremely offensive elsewhere.

Certain aspects of communication can also transmit messages. Loudness, pitch (whether the tone is high or low), and speed comprise one category of nonverbal cues. The mere sound of speech can affect the way we convey and perceive meaning, indicating whether we or someone else is interested or friendly, angry or nervous, and so on. Another aspect of nonverbal communication relates to touching. Whether and how we touch others can be meaningful in many cultures. Similarly, the amount of personal space we maintain between ourselves and others (or "interpersonal space") is also meaningful, yet also nonverbal.

One of the most interesting components of nonverbal communication is gaze, or what we do with our eyes when interacting with others. Almost all people and cultures assign powerful meanings to where we place our gaze. The etiquette of eye contact—whether you look directly into another person's eyes when you talk or listen—depends almost entirely on the customs of your location. In many cultures, eye contact is considered respectful because it signals that you're paying attention. Yet some cultures consider making direct eye contact aggressive, even rude, and view it as a lack of respect. In still other cultures, and in some religious groups, eye contact between men and women can be seen as inappropriate, while intense eye contact between two people of the same gender can indicate truthfulness.





When we grow up in one culture, we tend to think its customs are "natural" or "universal" and are surprised when we learn that that's not necessarily so. As we grow and mature, it's important for us to become aware of the diversity of cultural traditions. Understanding that communication isn't just a matter of vocabulary and grammar is essential as we begin to use English as a common language with people from unfamiliar cultures. In today's world, understanding the power of nonverbal communication can determine the success of relationships and help us avoid unnecessary misunderstandings.

B RECOGNIZE MAIN IDEA | Which of the following statements expresses the main idea of the article?

- ☐ It is believed that facial expressions are universal and don't differ from culture to culture.
- ☐ Eye contact can signal different things in different cultures.
- ☑ Developing an awareness of culturally specific nonverbal communication is an important part of successful social interaction.

LESSON 4 Talk about nonverbal communication and culture

A READING

Suggested time: 20 minutes | Your time:

- Read the directions and the target question *How do nonverbal signals influence our perception of others?* Tell Ss they will answer this question after reading the article.
- Write *nonverbal communication* on the board. Then have a volunteer read the title of the article. Ask, *What does the title suggest?* (Nonverbal communication is also important, not just the words we use.)
- Tell Ss to look at the images in the text. Ask, *What examples of nonverbal communication do you see?* (people's faces, shaking hands, not looking at each other, using their hands) For further tips on previewing text, see the Teaching Tips below.
- Have Ss read the article. If appropriate, play the audio for Ss to follow along.
- Write on the board the heading *Nonverbal signals* and the numbers 1–7.
- Call on volunteers to share the nonverbal signals mentioned in the article, in the order they appear. (1. facial expressions, 2. posture, 3. gestures, 4. loudness, pitch, and speed of speech, 5. touching, 6. personal space, 7. gaze or eye contact)
- Direct Ss' attention back to the target question. Point to the list of nonverbal signals and invite Ss to answer how these signals influence our perception of others. Ss can give examples from the text or share from personal experience.

TEACHING TIPS

- It's important for Ss to get into the habit of previewing a reading. Explain that one way to preview is to notice images, headings, and subheadings. These can help Ss navigate information and also remember details. Another way to preview is to read the first sentence in each paragraph. This can give Ss an idea of what to expect.
- The target question in the directions for Reading texts helps focus Ss on what they will be reading about. Help Ss preview the reading by pointing out the target question. Also, consider encouraging them to make predictions. Then revisit the target question after the reading and have Ss compare their predictions.

B RECOGNIZE MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions. Ask, *What* does main idea *mean?* (the central thought the writer of the article wants to communicate to readers)
- Have Ss work individually to choose the main idea. Encourage them to underline the place in the article where they found support for their answer choice. Then have them compare answers with a partner.
- Bring the class together and ask which answer they chose. If there is any disagreement, invite Ss who chose the correct answer to explain their choice.

OPTION (+5 minutes) Point out the incorrect answer choices. Call on volunteers to read them. Ask, *Why is the first incorrect choice not the main idea?* (Facial expressions are just one of several nonverbal signals discussed in the article.) *Why is the second incorrect choice not the main idea?* (Similarly, eye contact is just one of several nonverbal signals discussed.) Taking the time to analyze like this will help Ss become better at seeing the difference between the main idea and supporting details.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Say, *Scan the article to find the words in quotation marks and circle them.*
- Have Ss work individually to complete the statements.
- Bring the class together and go over the answers.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Invite Ss to scan the article in advance for key words for each question. Ss can do this before discussing, numbering each section of the article that contains related information.
- In pairs, have Ss discuss the questions. Assist as needed.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Model an example by writing on the board: *Interpersonal space in the U.S.* Ask, *What could be an example of a don't for interpersonal space?* (Don't get to close to someone when standing in line.) *What is an example of a* do? (Do leave space between yourself and another person when talking.)
- As Ss work individually, assist and help elicit ideas as needed. Remind Ss to refer back to the article and to keep their examples specific to their country.
- In pairs, have Ss compare their charts.

B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Call on volunteers to model the example conversation.
- In pairs, have Ss role-play a conversation with a visitor to their country. Encourage them to start the role play with a sentence indicating the country being visited. For example: *Can I ask you some questions about [Japanese] culture?*
- Monitor as Ss speak. Encourage them to keep the exchanges informal.

C PROJECT (OPTIONAL)

Suggested time: 10 minutes | Your time:

- Decide on the scope of the project, including whether Ss should make posters.
- To ensure all Ss participate, tell Ss they can have different people look up information about different nonverbal signals. Encourage Ss to expand their research beyond Internet searches. They can talk to people from the different countries or watch travel videos to observe behavior. Encourage Ss to share their favorite travel channels, vlogs, or blogs.
- Encourage Ss in the audience to ask questions and encourage presenters to interact with the audience.

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

✓ discussing cultural differences around nonverbal communication

✓ giving specific examples of nonverbal signals

WRITING HANDBOOK (optional, page T141)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Write 3–4 sentences describing a person's behavior from another culture that illustrates geographical differences in nonverbal communication. This can be someone you know or have seen, or you can make up a person.* Provide this example: *My Italian uncle is always very friendly with everyone when he visits us in the U.S. He hugs people or kisses them on both cheeks. He's always touching someone's shoulder when talking to them. He's very funny, but he's also very loud, which attracts attention.* Collect the papers and read them to identify areas for review and extra practice.

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

PROGRESS SELF-CHECK

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

FOR MORE PRACTICE . . .

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

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

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

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

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

C UNDERSTAND FROM CONTEXT | **Complete each statement about words and phrases in the article.**

1 ..... communication isn't based on spoken words.
a "Culture-bound" **(b)** "Nonverbal"

2 Behavior that's "universal" is ..... .
(a) shared by people of all cultures
b typical of only one culture

3 A person's "posture" is the way he or she ..... .
(a) sits or stands **b** gestures

4 A "clue" is something that helps ..... something you observe.
a create **(b)** explain

5 "Transmitting" a message is ..... a message.
a changing **(b)** sending

D PAIR WORK | **Discuss the questions. Support your answer with information from the article.**

Possible answers:

1 What's the difference between a "facial expression" and a "gesture"? *1. Facial expression is the way we move our face while gesture relates to the position of our hands.*

2 In what way does posture affect the way people perceive us? *2. Posture can tell others about our mood and attitude.*

3 Why, in your opinion, are facial expressions universal yet gestures are not? *3. Ss' own answers.*

4 How can the "sounds" of one's speech affect the way we receive a spoken message? *4. The way someone sounds may indicate whether this person is interested, friendly, angry, and so on.*

5 Why does the author suggest that communication isn't just a matter of words? *5. Because nonverbal communication can affect our message, which is especially important in a multicultural context.*

COMMUNICATION ACTIVATOR

Now let's talk about nonverbal communication and culture.

A TALKING POINTS | **According to the article, certain aspects of nonverbal communication are very culture-bound. Write some do's or don'ts for each one that would be important for a visitor to your country to know. Compare charts with a partner.**

gestures	**interpersonal space**
sounds of speech	**touching**
posture/body language	**gaze**

B ROLE PLAY | **Role-play a discussion with a visitor to your country. Ask and answer questions about nonverbal communication one should be aware of when visiting this country. Use your notes from Talking Points for support.**

How far away should I stand when I'm having a conversation with someone?

It depends. If the person is a close friend or a relative, you can stand very close. If not, you should stand an arm's length away.

C PROJECT (OPTIONAL) | **With a small group, choose one of the countries on the list (or another country you aren't familiar with) and do research about the customs you described in Talking Points. Present the information (with or without posters) to the class.**

U.S.	Canada
Trinidad	Thailand
Japan	Senegal

WRITING HANDBOOK p. 141
- **Skill** Paragraph structure: review
- **Task** Write a short article about nonverbal communication

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Talk about my personality and character.
- ☐ Describe how people behave.
- ☐ Discuss how we respond to others' conduct.
- ☐ Talk about nonverbal communication and culture.

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

UNIT 2

Creativity in Our Lives

PREVIEW

Beethoven was imaginative and gifted but quite difficult to be with. He was said to have had a terrible temper.

A **THE CREATIVE PERSONALITY | Listen to a description of 19th century German composer Ludwig van Beethoven, who wrote some of the world's most loved music. How does the speaker describe Beethoven's personality? Do you think his personality is typical of creative people?**

B **ZOOM-IN | Read and listen to a conversation between two friends. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Kurt = American English (standard)
Wei = Mandarin Chinese



Kurt: Hi, Wei. Nice to see you!
Wei: Thanks, Kurt. You too. How's Sue?
Kurt: She's great . . . Say, have you seen any good art exhibits recently?
Wei: Actually, I haven't had the time. I've been so bogged down with work lately that I end up taking it home with me. What about you?
Kurt: Well, I just discovered this guy named Al Vandenberg. He was a photographer in the 70s, and there's an exhibit of his work at the Metro.
Wei: Should I have heard of him?
Kurt: Probably not. But apparently his street photography had an influence on other photographers of his day. I have to say he had a great eye.
Wei: In that case, maybe I can find some time to go myself. I've always enjoyed photography.
Kurt: I'd highly recommend it. I'm so into his work now. What I love best are his pictures of everyday people.
Wei: Hey, have I ever told you about the exhibits at my company's office?
Kurt: No. What kind of exhibits?
Wei: Well, our boss happened to see an article in the *Times* a few months ago that urged companies to develop their employees' creativity. It turns out the idea has had a lot of success. Apparently it increases problem-solving skills.
Kurt: That sounds familiar.
Wei: You probably saw the article . . . So the company's been trying something new. We set up a "colleagues' gallery" on the office walls. Everyone can show off their talent there.
Kurt: What a cool idea!
Wei: The idea really took off. We were all blown away by the first show, and everyone wants to be a part of it now. In fact, I'm showing my own drawings next month.
Kurt: That's terrific! Can Sue and I drop by to have a look?
Wei: Sure! I'll let you know when the new show is up.



C **UNDERSTAND FROM CONTEXT | Complete the statements about these featured words and phrases from Zoom-In.**

1 You say you're "bogged down with" something when it makes you extremely (busy / excited).
2 You say "I have to say" to introduce (an opinion / an obligation).
3 You say "In that case" when there's (no reason / a good reason) for doing or not doing something.
4 You say someone "happened to" do something when it (was / wasn't) planned.
5 You say something "took off" to indicate that it (never / quickly) became successful.
6 You say you're "blown away" by something when you find it really (amazing / boring).

D **LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

E **PAIR WORK | Discuss the questions.**

> "I used to get bogged down with my studies because I was taking too many classes. So I cut back a bit."

1 Describe a time you got bogged down with work or study. What did you do to make things better?
2 Give examples of some famous products or ideas that have taken off. Why did they?
3 Describe a time you happened to read or see something that influenced a decision you had to make.
4 Talk about a time you were blown away by something or someone.

Unit 2 Creativity in Our Lives

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

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

Preview

A THE CREATIVE PERSONALITY

Suggested time: 10 minutes | Your time:

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

B ZOOM-IN

Suggested time: 15 minutes | Your time:

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

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

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

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

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

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

E PAIR WORK

Suggested time: 5 minutes | Your time:

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

F TALKING POINTS

Suggested time: 5 minutes | Your time:

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

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

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

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

G VOCABULARY

Suggested time: 5 minutes | Your time:

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

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

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

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

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

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

F TALKING POINTS | Complete the survey by writing personal examples. Tell a partner about the songs and performers you listed. Explain what made each one memorable for you.

Songs and performers we can't forget

Memorable songs

1 One that had a really danceable beat that made you want to get up and move to the music

2 One that had a really catchy, unforgettable melody that you couldn't get out of your head

3 One with really moving lyrics that touched you emotionally whenever you heard the words

4 One that had an annoying sound that drove you crazy whenever you heard it



Memorable performers

5 A singer who blew you away with the quality of his or her amazing voice

6 An innovative group or performer that had a sound unlike anything you'd ever heard before

7 A memorable live musical performance that you thought was just amazing

8 A performer who you didn't think had much talent, but who was very popular



G VOCABULARY | Elements of music | Listen and repeat. Then, with a partner, use the survey to define these words.

a beat	a sound
a melody	a voice
lyrics	a performance

START TALKING

PAIR WORK Tell your partner about how you make the arts and music part of your life. Which of the activities do you include? Explain your reasons. Ask your partner questions.

Activities
- Streaming my favorite music
- Going to see live concerts
- Performing in front of an audience
- Going to exhibits
- Playing an instrument at home
- Taking photographs
- Singing in the shower
- Drawing or painting as a hobby
- Showing your artwork to others
- Watching performances on TV or a device
- Enjoying street performers and artwork
- Other: .....



1 COMMUNICATION GOAL

Talk about how you've been enjoying the arts

A GRAMMAR | The present perfect continuous and the present perfect: review and expansion

GRAMMAR EXPANDER p. 116
Finished and unfinished actions: summary

Use the present perfect continuous to describe continuing actions—actions that began in the past and continue in the present. Form the present perfect continuous with have been or has been + a present participle.

Statements
She**'s been dancing** professionally for ten years.
They**'ve been going** to a lot of art galleries recently.

Questions
Have you **been playing** the piano for very long?
What **has** Peter **been doing** lately for entertainment?

Remember: Use the present perfect, rather than the present perfect continuous, to describe:

- **finished (or "completed") actions that occurred at an indefinite time in the past.**
  How many times **have** you **seen** that play? **I've seen** it two times.
- **finished actions in sentences that include already, yet, before, and ever.**
  They**'ve already performed** today. NOT They've already ~~been performing~~ today.
  Has she **seen** the new play **yet**? NOT ~~Has she been seeing~~ the new play yet?

BUT Use the present perfect continuous, rather than the present perfect, to describe a recent continuous action when there is visible evidence that the action has just ended.
That's your guitar, isn't it? **Have** you **been practicing**? NOT ~~Have you practiced~~?

Be careful!
Don't use the present perfect continuous with a stative verb to describe a situation that began in the past and continues in the present. Use the present perfect.
Margo**'s been** a teacher since 2015. NOT ~~Margo's been being~~ a teacher since 2015.

Note:
The following words and phrases are often used with the present perfect continuous to describe continuing actions:

for [a month]	all [week]
since [2018]	these days
lately	this [month]
recently	How long . . . ?

The present perfect can also be used to describe a continuing action that began in the past. There is no significant difference in meaning.
She**'s danced** professionally for ten years.
They**'ve gone** to a lot of art galleries recently.
Have you **played** the piano for very long?
What **has** Peter **done** lately for entertainment?

Common stative verbs

be	hate	love
believe	have	need
dislike	know	want
feel	like	

B GRAMMAR CLOSE-UP | Read the commentaries. Notice the featured grammar. Then find examples of the present perfect and explain why the speaker isn't using the continuous form.



I never used to be big on going to art exhibits. However, lately I've been dropping by the Mori Art Museum from time to time to see what's new. I've actually been enjoying these visits a lot! I feel like it's been helping me understand contemporary art a little more. And besides, the views from the fifty-third floor are amazing!

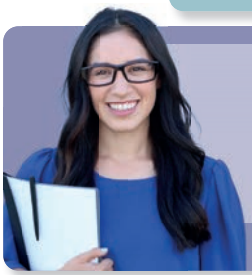
Haruki Tanaka, 23 Tokyo, Japan

Over the last couple of years, I've been going to see a lot of musical theater. So when I recently booked a trip to London, I knew I couldn't go without taking in a few good shows. I've been checking online to see what's playing. Hopefully, I'll find some good deals on tickets. I've heard you can see some great performances there.

Barry Foster, 28 Dallas, USA



Barry: I've heard you can see some great performances there. (It describes a finished action that occurred at an indefinite time in the past.)



I've been playing the violin since I was six years old, but I hadn't taken it out of its carrying case much in the last few years. Then, all of a sudden last year, I had the urge to start playing again, and it's been really nice. At the same time, I've been listening to a lot more violinists, but with different musical styles—not just classical. I think it'll help me open up and improve my own playing.

Diana García, 21 Bogotá, Colombia

Diana: … and it's been really nice. (It uses a stative verb to describe a situation that began in the past and continues in the present.)

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

A GRAMMAR

Suggested time: 15 minutes | Your time:

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

GRAMMAR EXPANDER (optional, pages T116–117)

B GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

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

LANGUAGE NOTES

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

C UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

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

D GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

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

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

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

PRONUNCIATION LESSON (optional, page T132)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

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

B DISCUSSION

Suggested time: 15 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

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

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

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

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

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

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper and write the numbers 1–4. Write on the board:

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

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

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

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

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

C **UNDERSTAND THE GRAMMAR** | **Check the sentences in which the present perfect continuous can also be used. Then, on a separate sheet of paper, rewrite those sentences, using the present perfect continuous.**

- [x] **1** She's performed in the musical *Evita* for the past three years.
- [ ] **2** The band has already recorded their fifth album.
- [x] **3** We've gone to a lot of concerts lately.
- [ ] **4** Have they ever visited the Guggenheim Museum in Bilbao, Spain?
- [x] **5** I've searched online for several hours to find interesting things to do this weekend.
- [ ] **6** How many times have you seen Adam Levine in concert?
- [x] **7** Since I discovered Dua Lipa's music, I've told all my friends about her.
- [x] **8** At Bono's most recent concerts, fans have asked him to play some of his older songs.

D **GRAMMAR PRACTICE** | **Complete the questions, using the present perfect continuous when possible. Otherwise, use the present perfect. Then practice the conversations with a partner.**

1 **A:** ..... *Have you seen* ..... (you / see) ..... that new musical starring John Legend yet?
B: No, I haven't. But I'd like to.

2 **A:** ..... *Has someone been listening to* ..... (someone / listen to) ..... a Maroon 5 song on my tablet?
B: That was me. Sorry! I'm done.

3 **A:** ..... *What have you been doing* ..... (what / you / do) ..... ?
B: Me? Just checking to see if there's anything interesting to do this weekend.

4 **A:** ..... *Has Vanessa been playing* ..... (Vanessa / play) ..... the piano?
B: Yes, she has. It's too bad you missed it.

5 **A:** ..... *Has Caitlin heard* ..... (Caitlin / hear) ..... cumbia music before?
B: No. But she will when she goes to Cali in Colombia next week.

6 **A:** ..... *How long have you been waiting* ..... (how long / you / wait) ..... to buy tickets to see Adele?
B: About half an hour. But it looks like the line is finally moving now.

PRONUNCIATION LESSON p. 132
Intonation patterns

COMMUNICATION ACTIVATOR

Now let's talk about how we've been enjoying the arts.



A **TALKING POINTS** | **Write notes about what you have and haven't been doing recently regarding the arts. Use the present perfect continuous.**

Visual Arts
I've been drawing funny pictures to entertain my nephew. My cartoons always make him laugh.

Visual Arts	Music	Other

B **DISCUSSION** | **With a partner, discuss the role the arts have been playing in your life recently. Use your Talking Points to discuss what you've been doing or not doing. Ask your partner questions. (OPTION: Use the Unit 2 Soft Skills Booster, p. 152.)**

"Have you been going to many concerts or plays lately?"

KEEP TALKING! ●●●

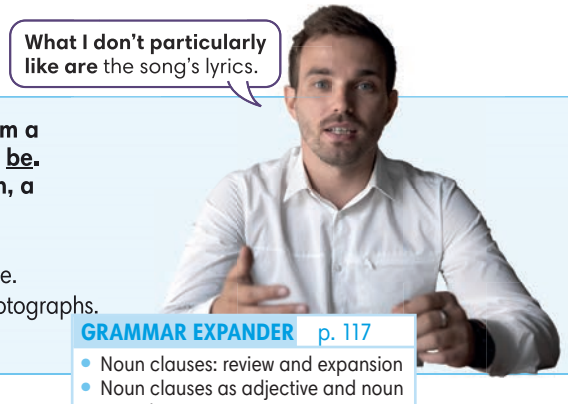
- **Talk about dislikes and preferences.**
- **Ask your partner for more details.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL

Disagree politely about artistic preferences

A GRAMMAR | Cleft sentences with What



Use a cleft sentence with What to emphasize certain information in a sentence. To form a cleft sentence, use a noun clause with What as the subject of the sentence + the verb be. Make sure the form of be agrees with its complement. The complement can be a noun, a noun phrase, or a noun clause.

	Cleft sentences
(His performance was fascinating.)	**What was fascinating was** his performance.
(Their color photographs blew Gary away.)	**What blew Gary away were** their color photographs.
(I like watching documentaries.)	**What I like is** watching documentaries.

GRAMMAR EXPANDER p. 117
- Noun clauses: review and expansion
- Noun clauses as adjective and noun complements

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

C NOTICE THE GRAMMAR | Find an example of a cleft sentence with What in Zoom-In on page 12.

What I love best are his pictures of everyday people.

D GRAMMAR PRACTICE | Rewrite each sentence as a cleft sentence with What.

1 She can't stand listening to heavy metal bands. *What she can't stand listening to are heavy metal bands.*
2 I don't particularly like political documentaries. *What I don't particularly like are political documentaries.*
3 We've always wanted to see a live BTS performance. *What we've always wanted to see is a live BTS performance.*
4 I've never cared for movies based on novels. *What I've never cared for are movies based on novels.*
5 I love how Claude Monet uses color in his paintings. *What I love is how Claude Monet uses color in his paintings.*
6 The Prado Museum has always been one of my favorite places to visit. *What has always been one of my favorite places to visit is the Prado Museum.*

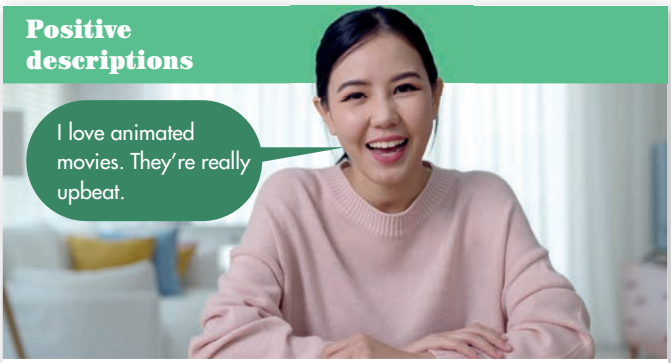
E PAIR WORK | Take turns asking and answering the questions. Use cleft sentences with What in your answers.

1 What kind of music always helps you sleep well at night?
2 What are some things that drive you crazy?
3 What are some things that performers do that you can't stand?
4 What generally helps you unwind and relax?
5 What are some things that really make you feel happy?

> "What always helps me sleep well at night is listening to Beethoven's *Moonlight Sonata*. It's really relaxing."

F VOCABULARY | Adjectives to describe the arts | Read and listen. Then listen again and repeat.

Positive descriptions



- Their songs are very **upbeat**. (make you feel positive or happy)
- His paintings are **unique**. (unusual; not like any others)
- It's so **contemporary**. (modern; up to date)
- Her biography was incredibly **moving**. (touches one's emotions in a good way)
- His performance was pretty **lively**. (full of energy)

Negative descriptions



- This song is kind of **sentimental**. (overly emotional or romantic)
- Their music is so **commercial**. (of little artistic value; focused on popular success)
- I find her fashion designs a little **dated**. (not up to date; not modern)
- His art is way too **serious**. (not fun; doesn't make you feel happy)
- Their melodies are pretty **repetitive**. (repeats the same theme, look, or sound over and over)

LESSON 2 Disagree politely about artistic preferences

A GRAMMAR

Suggested time: 5 minutes | Your time:

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

GRAMMAR EXPANDER (optional, pages T117–119)

B PRONOUNCE THE GRAMMAR

Suggested time: 2 minutes | Your time:

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

C NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

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

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

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

E PAIR WORK

Suggested time: 5 minutes | Your time:

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

F VOCABULARY

Suggested time: 5 minutes | Your time:

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

G LISTEN TO ACTIVATE GRAMMAR AND VOCABULARY

Suggested time: 5 minutes | Your time:

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

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

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

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

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

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

C TALKING POINTS

Suggested time: 5 minutes | Your time:

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

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

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

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

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

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

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

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

G LISTEN TO ACTIVATE GRAMMAR AND VOCABULARY | **Listen to each conversation about artistic preferences and complete each statement. Then, with a partner, take turns creating cleft sentences with What to describe each person's opinions.**

> "What he likes is looking at art online."

1 He's (into/ not crazy about) virtual museum tours. She (doesn't care for /prefers) watching video clips.
2 He (likes/ doesn't like) the song "Yesterday." She (likes /isn't into) sentimental lyrics.
3 She's (crazy about/ not into) Carlos Diegues's films. He (likes/ doesn't care for) newer directors.
4 (He's into/ He hates) reggae music. She (prefers/ dislikes) rock and pop.

Cleft sentences with What will vary.

COMMUNICATION ACTIVATOR

Now let's disagree politely about artistic preferences.



A CONVERSATION MODEL | **Read and listen.**

A: Are you as much of a Maluma fan as I am?
B: Honestly? He's not my favorite.
A: No way! How can you not like Maluma?
B: To tell the truth, what I don't like is his sound. To me, his music is kind of commercial. But you know who I really like?
A: Who?
B: Carlos Vives. I think he's great.
A: Carlos Vives? I hate to say it, but I could live without him. He's just not my cup of tea.

Social language
Ways to politely express a different point of view
[She's] not my favorite.
I could live without [her].
[They're] just not my cup of tea.
I'm not too crazy about [him].

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

C TALKING POINTS | **List some of your favorite artists, writers, filmmakers, and performers and write what you like about them.**

Name	Description	What I like
Jennifer Lopez	lively and contemporary	What I love are her great dance beats.

D IN YOUR OWN WORDS | **Use your Talking Points to role-play a conversation in which you disagree politely about your artistic preferences. Start like this: *Are you as much of a ___ fan as I am?* Be sure to change roles and then partners. (Option: Use the Unit 2 Energizer Worksheet.)**

KEEP TALKING!
- **Discuss other artists, writers, filmmakers, or performers you like or don't like.**
- **Talk about other ways you've been enjoying the arts lately.**

Watch the video for ideas!

Ideas
annoying
boring
depressing
loud
offensive
silly
thought-provoking
weird



3 COMMUNICATION GOAL

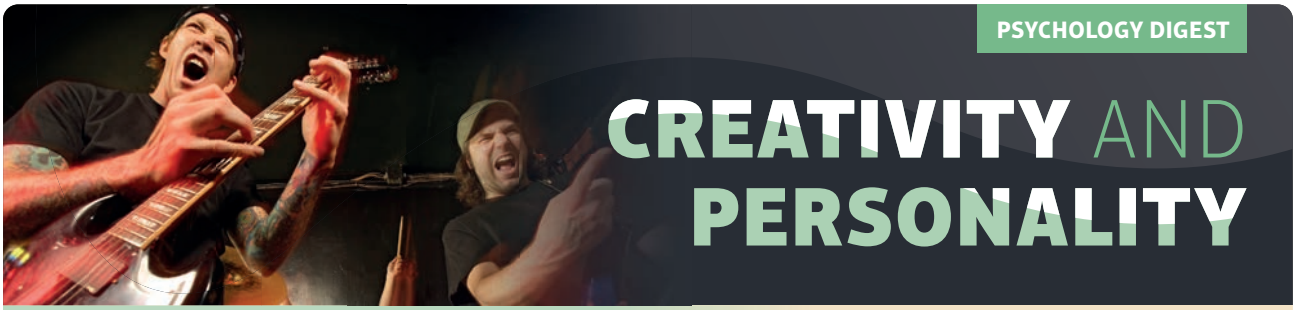
Describe the personalities of creative people

A VOCABULARY | Describing creative personalities | Read and listen. Then listen again and repeat.

Positive traits		Negative traits	
energetic	very active physically and mentally	**difficult**	hard to please; never satisfied
perceptive	able to notice things that most people don't	**eccentric**	behaving in an unusual way; seeming different from most people
imaginative	able to think of new and unique ideas	**egotistical**	believing oneself to be better or more important than other people
passionate	having or expressing strong ideas or beliefs	**moody**	becoming angry or unhappy quickly and easily

See sample answer below.

B READING | Read about creative personalities. Which traits do artists and performers exhibit?



PSYCHOLOGY DIGEST

CREATIVITY AND PERSONALITY

We all know people whom we would identify as creative—people who take risks putting their art out there for all to see, or who delight us with their ability to see the world in a new way. Some psychologists have attempted to identify characteristics that seem to be common among them. Do any of them sound like you?

Most would agree that creative people tend to be more perceptive than the rest of us. U.S. writer Pearl S. Buck noted that creative people are highly imaginative and perceptive. They experience a world with more color, beauty, and drama and express it through their art—writing, painting, photography, film, music, etc.

Psychologist Jennifer O. Grimes, who in her research interviewed heavy metal rock band musicians, found their personalities complex. Off-stage, they appeared to be introverts—both quiet and reflective. However, they explained to her that while they were performing in concert, they were total extroverts and "in the zone"—at the height of their energy and able to do things they would never do in a different setting.

Similarly, the singer Michael Jackson was able to perform before huge crowds of people, exciting his fans with his unique dance moves and contemporary sound. Yet, in his private life, he was very shy. Jackson's producer, Quincy Jones, recalled his eccentric behavior: During an early recording session, the talented singer insisted on performing with his back to Jones and with the room lights turned off.



Creative people can also be quite moody and have frequent emotional ups and downs. In some cases, they surprise their friends and colleagues by suddenly becoming impolite or angry. Many people who knew the painter Vincent van Gogh didn't find him particularly difficult. They described him as considerate of others and rather polite. Yet, an angry confrontation with the painter Gaugin abruptly ended their friendship and possibly led to van Gogh's cutting off his ear.

Many people find creative people appealing because they are highly energetic—both physically and mentally—spending hours, days, or sometimes even years on a single piece of work. However, they may be so passionate about their work that they are simply unable to pay attention to the needs of others, making them "difficult to love." Their relationships are often short and stormy. The Spanish painter Picasso's wives and lovers described him as egotistical and complained about the difficulty of living with his frequently changing moods.



People who study the creative personality point out that many of the traits said to be characteristic of creative people do not accurately describe *all* creative people. At the same time, we can recognize many of them in the creative people we're familiar with—including ourselves!

They are highly imaginative and perceptive. Musicians can be quiet and reflective off-stage but can change into extroverts while performing. While often passionate and energetic, artists can also be eccentric, moody, and egotistical.

LESSON 3 Describe the personalities of creative people

A VOCABULARY

Suggested time: 5 minutes | Your time:

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

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

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

B READING

Suggested time: 15 minutes | Your time:

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

LANGUAGE NOTES

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

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

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

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

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

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

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

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

D IDENTIFY SUPPORTING INFORMATION

Suggested time: 5 minutes | Your time:

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

E RELATE TO PERSONAL EXPERIENCE

Suggested time: 10 minutes | Your time:

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

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

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

B DISCUSSION

Suggested time: 10 minutes | Your time:

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

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

✓ including vocabulary for describing creative personalities

✓ effectively discussing positive and negative traits

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

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

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

C **UNDERSTAND FROM CONTEXT** | **With a partner, discuss and paraphrase the meaning of these sentences that use words and phrases from the article.**

1 Creative people "delight us" with their ability to see the world in a new way.
2 They were "in the zone" when they were performing in concert.
3 They were tired of his "emotional ups and downs."

Possible answers:
1. Creative people make us happy because they're able to see the world in a new way.
2. They were full of energy and totally focused on their performance.
3. They were tired of how moody he was.

D **IDENTIFY SUPPORTING INFORMATION** | **Complete the statements. Support your answers with information from the article.**

b 1 was struck by the eccentricity of one very talented client.
a 2 observed that a person who is creative usually has a highly developed imagination.
d 3 is an example of someone who could be easygoing one minute and rude the next.
e 4 was someone whose passion for his art interfered with his ability to develop healthy romantic relationships.
c 5 noted how some creative people's energy levels differ depending on the setting in which they find themselves.

a Pearl S. Buck
b Quincy Jones
c Jennifer O. Grimes
d Vincent van Gogh
e Pablo Picasso

E **RELATE TO PERSONAL EXPERIENCE** | **Describe celebrities, artists, and other famous people who you've heard have traits similar to the ones described in the article.**

I've heard that the actor Christian Bale is somewhat egotistical and can be quite difficult to work with. But I've also heard he's passionate about acting.



COMMUNICATION ACTIVATOR

Now let's describe the personalities of creative people.

A **TALKING POINTS** | **Rate yourself or another creative person, using the traits below.**

NAME:

0 = not at all
1 = a little
2 = somewhat
3 = extremely

collaborative	energetic	independent	passionate
considerate	extroverted	indifferent	perceptive
difficult	fun-loving	introverted	serious
eccentric	funny	judgmental	shy
egotistical	hardworking	moody	other
empathetic	imaginative	open-minded	

B **DISCUSSION** | **Tell your classmates about the people you know who you think are creative (including yourself if appropriate!). Ask them about the creative people they know.**

"I have to say, my sister's probably one of the most creative people I know. She's extremely perceptive and she's a great writer. And you can sense her fun-loving personality in everything she writes."

"I'm not sure if I would call myself creative, but I'm pretty passionate about playing the piano. I think it's great to really love what you do."



4 COMMUNICATION GOAL

Discuss ways to increase creative thinking

A WORD STUDY | Participial adjectives: present and past forms

Present and past participles are often used as adjectives. Like all adjectives, they can precede the noun they describe, or they can be placed after the verb be or other linking verbs such as appear, become, feel, look, seem, or sound.

Present participles	Past participles
His artwork is so **amazing**.	His mood was **relaxed**.
I love his **amazing** work.	He was in a **relaxed** mood.

Remember: The present participle describes a cause, and the past participle describes an effect.

The talk was **inspiring**.
We left the talk feeling **inspired**.

Some participial adjectives

Base form	Present participle	Past participle
amaze	**amazing**	**amazed**
annoy	**annoying**	**annoyed**
bore	**boring**	**bored**
depress	**depressing**	**depressed**
disappoint	**disappointing**	**disappointed**
entertain	**entertaining**	**entertained**
excite	**exciting**	**excited**
fascinate	**fascinating**	**fascinated**
inspire	**inspiring**	**inspired**
interest	**interesting**	**interested**
move	**moving**	**moved**
relax	**relaxing**	**relaxed**
stimulate	**stimulating**	**stimulated**
surprise	**surprising**	**surprised**
touch	**touching**	**touched**
trouble	**troubling**	**troubled**

B WORD STUDY PRACTICE | Circle an adjective to complete each sentence.

1 Listening to music at work can be very (relaxing / relaxed) and help employees work more effectively.
2 Most of the company's employees were (surprising / surprised) to hear the new office manager's ideas, but most of them responded positively.
3 It was the most (touching / touched) talk I'd ever heard. It made me want to change my career to nursing.
4 What I disliked the most about this unbelievably (boring / bored) horror film was the bad acting.
5 We were (amazing / amazed) that our colleagues came up with such great suggestions.
6 Everyone felt a little (depressing / depressed) after the creativity workshop got cancelled. We had all been looking forward to it.

C PAIR WORK | Take turns. Choose a present participial adjective and use it in a statement or question. Then your partner responds with the past participial form in another sentence.

I thought the film *Cry Baby* was very **moving**.

Are you often **moved** by the films you see?

D LISTEN TO CONFIRM CONTENT | Listen to a podcast. Choose the topics that Bruce Tyler discusses. Then tell your partner what he says about each topic.

How companies can . . .

- ✓ change office designs
- ○ increase salaries
- ✓ encourage employee participation
- ✓ offer company perks
- ○ increase vacation time
- ✓ improve customer loyalty
- ✓ encourage employees to take risks

Answers continue on page T20.



LESSON 4 Discuss ways to increase creative thinking

A WORD STUDY

Suggested time: 10 minutes | Your time:

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

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

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

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

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

C PAIR WORK

Suggested time: 5 minutes | Your time:

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

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

D LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

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

LANGUAGE NOTES

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

Answers for Exercise D

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

E LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

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

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

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

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

Possible answers for Exercise E

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

F RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

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

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

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

B GROUP WORK

Suggested time: 10 minutes | Your time:

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

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

✓ using participial adjectives
✓ discussing different ways to increase creative thinking

WRITING HANDBOOK (optional, page T142)

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

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

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

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

E LISTEN FOR DETAILS | **Listen to the podcast again. Discuss the questions.** *See page T21 for possible answers.*

1 What did Google tell its employees to do with their workday time? What was the goal?
2 What have other companies been doing to change the traditional office space? What is the goal?
3 What perks have some companies been offering their employees? What is the goal?

F RELATE TO PERSONAL EXPERIENCE | **How would you feel about working at a company that encouraged creative thinking and problem solving? Use some of the participial adjectives from Word Study.**

> "I'd be excited if my company did this. I find the traditional office too depressing."

COMMUNICATION ACTIVATOR

Now let's discuss ways to increase creative thinking.

A TALKING POINTS | **If you were an employee, how would you rate the following company practices in importance? Compare responses with a partner.**

1 = extremely important
2 = not sure
3 = not particularly important

In my opinion, companies should . . .

- ◯ encourage employees to be open-minded.
- ◯ urge employees to take risks.
- ◯ assure employees it's OK to make mistakes.
- ◯ set up opportunities to brainstorm ideas.
- ◯ offer perks to reduce stress.
- ◯ set clear goals and objectives.
- ◯ design inspiring work spaces.
- ◯ offer more opportunities for employee interaction.
- ◯ invite employees to role-play interactions with customers.
- ◯ other _____

B GROUP WORK | **Brainstorm ways that creative thinking could be increased in your class. How could problem-solving activities be included as well? Present your ideas to the class.**

WRITING HANDBOOK p. 142
- **Skill** Parallel structure: writing words in a series
- **Task** Describe the personal qualities of a creative person



PROGRESS SELF-CHECK

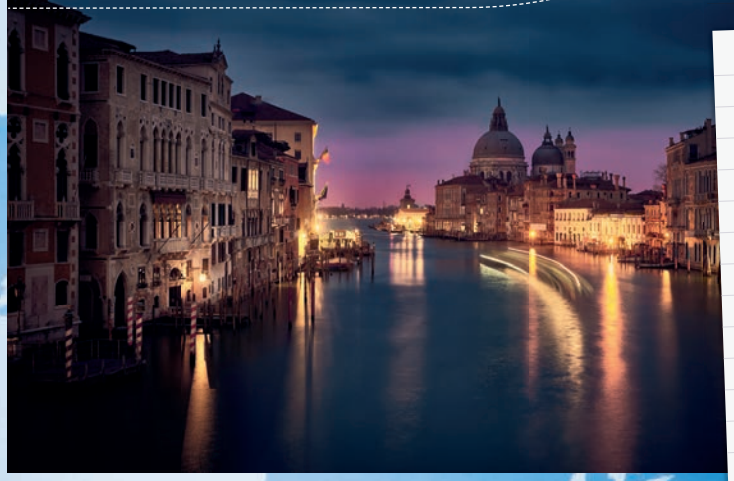
NOW I CAN

- ☐ Talk about how I've been enjoying the arts.
- ☐ Disagree politely about artistic preferences.
- ☐ Describe the personalities of creative people.
- ☐ Discuss ways to increase creative thinking.

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

Extend-It 1

1 PLAN A TRIP



Imagine you are planning a trip with your partner. Make notes to help you plan. Then compare notes and discuss with your partner.

possible travel dates:

number of days you can spend:

flight and seat type preferences:

hotel room type preferences:

activities you think are fun / boring / scary:

the kind of personality or temperament you have:

how you react when things go wrong:

2 Choose a destination

Look at the two trips. Discuss the pros and cons of each one, according to your own tastes. Then together choose one.



Miami:
Fun and Culture in the Sun

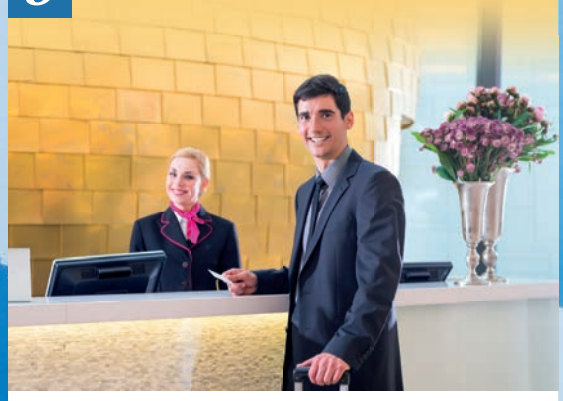
Drifters Hotel: small and friendly
Day tours: Seaquarium, Everglades, or Little Havana
Evening tours: South Beach outdoor restaurants

CHICAGO: CITY CULTURE AND NIGHTLIFE



Compton Hotel: full-service deluxe
Day tours: Museums or neighborhood walking tours
Evening tours: Nightclubs and restaurants

3 Check into the hotel



Role-play arrival at the hotel. Practice playing the role of guest or clerk.

Guest: Arrive at the front desk.
Clerk: Welcome the guest. Use the ideas and your own ideas. Then change roles.

Good afternoon. I'm checking in.

Do you have a reservation?

Ideas

- Identify yourself.
- Confirm your reservation and room details.
- Ask and answer questions about:
  Wi-Fi and Internet
  fitness center
  check-out time
  other hotel amenities and services
  opening and closing times
  help with luggage

Extend-It 1

Note on Extend-It

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

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

1 PLAN A TRIP

Suggested time: 15 minutes | Your time:

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

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

2 CHOOSE A DESTINATION

Suggested time: 20 minutes | Your time:

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

LANGUAGE AND CULTURE

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

3 CHECK INTO THE HOTEL

Suggested time: 15 minutes | Your time:

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

4 ARRANGE LOCAL ACTIVITIES

Suggested time: 40 minutes | Your time:

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

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

4 *Arrange local activities*

GROUP ROLE PLAY. Form groups of three: two travelers and a concierge at the hotel. Look at the daily events listings. Make plans for the weekend, asking the concierge for information about schedules and places. Ask the concierge to make reservations and get tickets if necessary.

That walking tour of Little Italy is totally my style.

Mine too! Should we make reservations for that one?

HOTEL TERRACE — 70° — SATURDAY 14:35

VISITORS' GUIDE

Live music (Ask concierge for locations.)

The Symphonics (classical jazz)	8:00 P.M.
Robert and Sylvia sing show tunes	8:30 P.M.
Hip-Hop at the Tip Top	10:00 P.M.
Midnight Ballroom: dance music for lovers	12:00 A.M. to 4:00 A.M.

Theater (Ask concierge for locations.)

***The Frogs* (classic Greek theater)**	5:30 P.M.
***My Cousin Felice* (musical comedy)**	8:00 P.M.
***Unlucky in Love* (drama)**	8:00 P.M.
***The Field* (experimental)**	8:00 P.M.
***Too Much to Do* (improv)**	8:30 P.M.

Sports

Tennis finals Europa Cup: all day. Ask for schedule.
Night baseball at Downtown Stadium: 7:00 P.M.

(Ask concierge for locations and times of tours and visits.)

NEIGHBORHOOD WALKING TOURS
Little Italy OR Sidewalk art

MUSEUM TOURS
Modern Art Museum OR Photography Museum

BEACH VISITS WITH ROUND-TRIP TRANSPORTATION

EVENING NIGHTLIFE—3 NIGHTCLUBS WITH DANCING

Movie week at the Mall Cinema

INTO AFRICA *A love story for all time*	5:15 7:40 9:55
THE SECRET LIFE OF ONIONS *You'll laugh until you cry*	6:30 8:15 10:05
THE MILLIE PICTURE SHOW *Bring your umbrella*	10:30 1:00 A.M.
THE BAT CAVE *Only for the brave*	Midnight only

PIETRO'S PIZZA PALACE $ — INDOOR OR OUTDOOR DINING
Like you're in Italy!

CLEMENT'S INTERNATIONAL HOUSE OF CUISINE $$$$ — ELEGANT DÉCOR, ELEGANT FOOD
When you want something out of the ordinary

A Taste of Thailand $$
The hottest restaurant in town

Sea Breeze Seafood Restaurant $$$
The freshest fish, the most varied menu



UNIT 3

Financial Matters

PREVIEW

A CHARITABLE GIVING | Listen to a fundraising phone call. With a partner, discuss the different attitudes of the wife and the husband about the charity.

B ZOOM-IN | Read and listen to a conversation between a mother and daughter about money management. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Ruby = American English (regional)
Mom = American English (standard)



Ruby: Mom! Check out this photo from Sophie! Is that cool or what?
Mom: What is that contraption—some kind of skateboard?
Ruby: No, it's a hoverboard . . . You've never heard of them? They're so hot right now. Everyone wants one and so do I.
Mom: Ruby! I thought you loved your skateboard! It was all you talked about last year.
Ruby: Right. But this year everyone's been getting hoverboards. Skateboards just aren't that cool anymore.
Mom: Ouch.
Ruby: Ooh, I'm sorry, Mom. I didn't mean to hurt your feelings. I know you and Dad paid a lot for it.
Mom: No worries. It wasn't over our budget. It's just that as soon as you get a hoverboard, they'll have invented something even cooler. I'm sorry. I'm lecturing you. How much does one of those cost, anyway?
Ruby: A bunch. It's got Bluetooth-enabled speakers, a dual-hub motor, and . . .
Mom: A motor? Is that even safe? Aren't they banned in some places?
Ruby: Only on roads. Not in the park. And I'd always wear a helmet.
Mom: Right. I know you're careful.
Ruby: And I've been pretty careful with the allowance you and Dad give me too. I have a little saved up for a rainy day. By my birthday, I plan to have saved up almost enough. Um . . . I was wondering if you could just chip in part so I could get it in time for my birthday.
Mom: Ruby, I'm proud of you for being responsible with your money. But this isn't exactly "for a rainy day." There's no real need for this hoverboard. But let me talk to Dad. If you have your heart set on a hoverboard, maybe we can contribute a bit . . . for your birthday, you understand.
Ruby: You're a sweetheart, Mom.

C UNDERSTAND FROM CONTEXT | With a partner, find a featured word or phrase from Zoom-In with approximately the same meaning. Then use each word or phrase in your own sentence.

1 more than you planned to pay *over your budget*
2 contribute *chip in*
3 popular *hot*
4 a lot *a bunch*
5 an unrecognizable mechanical device *contraption*
6 pocket money parents give their kids *allowance*
7 That hurts. *ouch*
8 illegal, not permitted *banned*

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

E PAIR WORK | Answer the questions, based on the conversation in Zoom-In.

Possible answers:
1 How would you explain the meaning of "I have a little saved up for a rainy day"? *1. It means "I've saved money for an unexpected expense in the future."*
2 When Ruby's mother says, "If you have your heart set on a hoverboard, . . ." what does she mean? *2. She means "if you really want a hoverboard so much."*
3 Why do Ruby and her mother apologize to each other? *3. Ruby apologizes to her mother for hurting her feelings by saying skateboards aren't cool anymore. Her mother apologizes to Ruby for lecturing her.*

Unit 3 Financial Matters

PREVIEW	Students listen to a phone call asking for a donation, read a conversation discussing money management, and take a spending habits self-test.	
LESSON 1 **Express buyer's remorse**	***Vocabulary***	Buyer's remorse
	Grammar	Expressing regrets about the past
LESSON 2 **Talk about financial goals and plans**	***Grammar***	Completed future actions and plans: the future perfect and perfect infinitives
LESSON 3 **Describe good and bad money management**	***Reading skills***	Understand from context; Identify supporting details
LESSON 4 **Consider reasons for charitable giving**	***Vocabulary***	Words and phrases associated with charity
	Listening skills	Listen for main ideas; Understand from context; Listen for details
	Word Study	Parts of speech

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

Preview

A CHARITABLE GIVING

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit the meanings of *charitable giving* (a donation to a charity) and *fundraising* (collecting money for a specific purpose).
- Have Ss listen to the phone call. To check comprehension, ask:
  Why is Lorraine Becker annoyed by the call? (because people are always calling asking for money)
  Why does her husband want to contribute? (because he thinks it's a good investment in the community and sets a good example for the kids)
- In pairs, have Ss discuss the different attitudes of Lorraine Becker and her husband.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Read the directions. Allow Ss to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What does Ruby want? (a hoverboard)
  Why is her mom surprised? (because Ruby already has a skateboard)
  What concerns does her mom have about the hoverboard? (that Ruby will not use it for long; that it is expensive and unsafe)
- Reread the directions. Write *money management* on the board. Ask, *Does Ruby manage her money well?* (yes) *Does she have any savings?* (yes) Then ask, *Do you think buying a hoverboard is good money management?* Have Ss justify their answer.

OPTION (+5 minutes) Ask, *How is it possible that the daughter has a regional accent and the mother has a standard U.S. accent?* (For example: Each grew up in a different place in the U.S.)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Let Ss work individually to match the Zoom-In expressions with the correct meanings.
- Have Ss compare answers with a partner, returning to Exercise B as needed to check any items.
- Go over any questions with the class. Call on Ss to share their sentences.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Monitor and assist.
- After Ss do the task, have them share with a partner.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss the questions. For item 3, you could also ask Ss to discuss whether they think each apology is necessary.
- Then bring the class together to go over the answers.

F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss take the test individually.
- Bring the class together and write each of the three mottos from the bottom of the test on the board: *Easy come, easy go. Everything in moderation. Waste not, want not.* Elicit each meaning, encouraging Ss to look at the context in which each motto is used. (*Easy come, easy go* refers to the idea that something, especially money, is easily acquired and is quickly used or spent. When you do something *in moderation*, you don't do it too much. *Waste not, want not* means that if you don't waste what you have, you won't lack it or "want" it in the future.)
- Ask, *Did anyone write their own D answers?* Invite Ss to share. If any Ss had D for three or more questions, have them share how they would describe their spending habits. If any Ss had difficulty, help them come up with a motto to summarize their unique spending habits.

LANGUAGE AND CULTURE

- The saying *Everything in moderation, nothing in excess* dates back to the classical Greek philosopher Socrates. He believed that people need to know how to find the middle ground and not go to any extremes.
- *You've got a good head on your shoulders* means you're smart and capable of making good decisions.

CHALLENGE (+5 minutes) Invite Ss to write another scenario, using the questions in the self-test as a model. Tell them not to check the option that applies to them. Form pairs and have Ss swap questions and write answers. Then have them share responses and discuss.

G VOCABULARY

Suggested time: 5 minutes | Your time:

- Write on the board: *a big spender, thrifty, a cheapskate*. Have Ss read the definitions in the book. Keep the terms on the board for the next exercise.
- Have Ss listen and repeat.
- Point to *cheapskate* and explain that this is a criticism meaning that the person is selfish and doesn't like to spend money. Direct Ss' attention to item 3 in the self-test in Exercise A and say, *Option C, asking the others to treat you, is a good example of a being a cheapskate.* To say that someone is *thrifty* is more positive and means the person is careful and wise with money.
- Tell Ss to match the mottos in Exercise A with the vocabulary describing spending styles. (*Easy come, easy go:* a big spender; *Everything in moderation:* thrifty; *Waste not, want not:* either thrifty or a cheapskate)

START TALKING | PAIR WORK

Suggested time: 5 minutes | Your time:

- Point to the terms for different spending styles on the board. For each term, ask, *Is it an adjective or a noun?* (*Big spender* and *cheapskate* are nouns. *Thrifty* is an adjective.) Illustrate the possible positions of the adjective on the board: *Jack is thrifty. I don't know many thrifty people.*
- Have Ss discuss the question in pairs. Remind Ss that *cheapskate* is not interchangeable with the word *thrifty*.
- Monitor and listen for correct usage.

DISCUSSION

Suggested time: 10 minutes | Your time:

- To warm up, ask, *Who here gets or used to get an allowance from their parents?* Invite Ss to share (if they feel comfortable doing so) how often they got an allowance and how much money it was.
- Draw a two-column chart on the board titled *Pros* and *Cons*. Invite Ss to say the pluses and minuses of allowances. (For example: Pros: Kids learn to plan spending, manage their money, and learn the consequences of spending decisions; Cons: Allowances can make kids too focused on money and cause a strain on household finances. Giving an allowance for doing chores can undermine the importance of contributing to a household.)
- Then have Ss share if they are in favor of or against allowances.

EXTENSION (+5 minutes) Have Ss participate in a debate about allowances. Divide the class into two teams: for and against. Tell Ss to do their best to make their arguments convincing even if they don't agree with the side they were assigned. First one side presents its view, and then the other side goes. After both sides have spoken, each team gets to disprove any arguments the other side made. Finally, the T decides which team's arguments were stronger.

F TALKING POINTS | Take the spending habits self-test to analyze your personal spending habits. Choose the letter that best describes you.

1 You hear there's a hot new smart phone with some awesome features. You . . .

- A run to the store and stand in line to be one of the first people to have it.
- B compare prices online so you can get the best deal.
- C tell yourself that the price always comes down after a while and decide to wait.
- D other

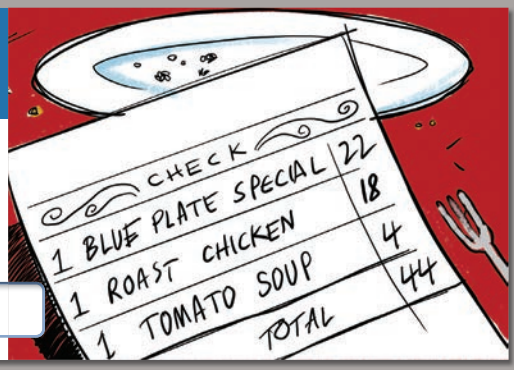


2 You'd love to have the latest home theater system in your home, but you just don't have the money right now. You . . .

- A buy it with your credit card and plan to pay for it later.
- B cut back on other expenses so you can save up enough to buy it.
- C decide you have more important things than an entertainment system to spend money on.
- D other

3 You always split the restaurant check with two work colleagues when you're out for a business lunch. But this time you weren't hungry and only ordered a soup. You . . .

- A chip in your usual 1/3 of the check.
- B offer to contribute the amount for the soup you ate.
- C ask the others to treat you since your portion of the bill was so tiny.
- D other



4 A colleague invites you to her birthday party and you would really like to bring a gift. You're short on cash right now. You . . .

- A spend more on the gift than your budget allows.
- B look for a nice gift that's not too expensive.
- C say you're busy that day and don't go so you don't have to buy a gift.
- D other

5 You discover a crack in your cell phone screen. You . . .

- A go out and buy a new phone.
- B have it repaired.
- C decide to do nothing and just live with it.
- D other



If you clicked on three or more A's:
You're a big spender.
Your motto is:
EASY COME, EASY GO.

If you clicked on three or more B's:
You've got a good head on your shoulders about money.
Your motto is:
EVERYTHING IN MODERATION.

If you clicked on three or more C's:
You're thrifty and don't waste money.
Your motto is:
WASTE NOT, WANT NOT.
(If you clicked on all 5, some might even call you a cheapskate!)

If you chose D for three or more questions: How would you describe your spending habits?

G VOCABULARY | Spending styles | Listen and repeat.

a big spender	a person who enjoys spending a lot of money
thrifty	careful not to spend too much money
a cheapskate	a person who hates spending money

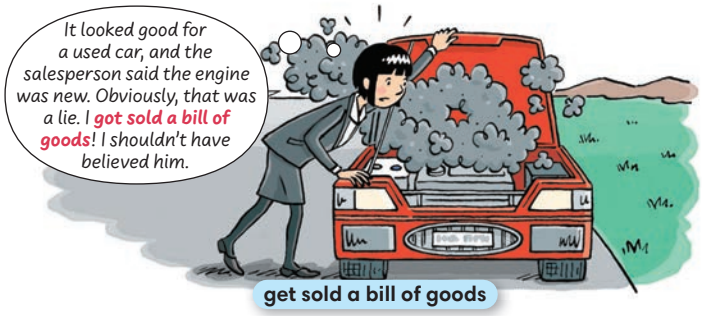
START TALKING

PAIR WORK Do you know anyone you would call a big spender, thrifty, or a cheapskate? Give one or more examples of that person's behavior to support your opinion.

DISCUSSION Are you in favor of or opposed to parents' giving their children an allowance? Support your opinion with reasons.

1 COMMUNICATION GOAL Express buyer's remorse

A VOCABULARY | Buyer's remorse | Read and listen. Then listen again and repeat.



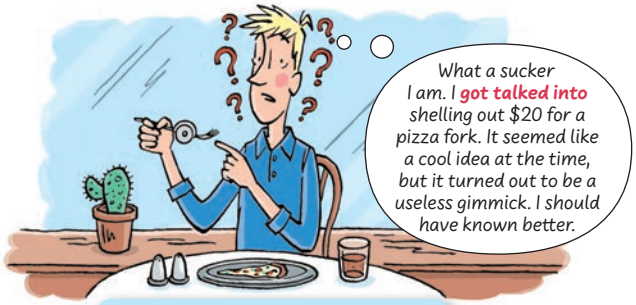
get sold a bill of goods



fall for (something)



promise (someone) the moon



get talked into (doing something)

B ACTIVATE VOCABULARY | Write examples of regrets about purchases you made. Tell a partner about them.

A salesman talked me into buying a pair of shoes that were supposed to be waterproof, but they weren't.

1 A time you got talked into shelling out money for a worthless gimmick
.....

2 A product ad that promised you the moon but turned out not to be true
.....

3 A time you fell for something you shouldn't have
.....

4 A time someone wasn't truthful about a product and you realized that you'd gotten sold a bill of goods
.....

C GRAMMAR | Expressing regrets about the past

Wish + the past perfect

I **wish** I **hadn't bought** this electric canoe! What a worthless gimmick!
Do they **wish** they**'d joined** a health club instead of shelling out so much money for that ridiculous contraption?
Don't you **wish** you**'d upgraded** to the wireless headphones before they upped the price?
Why **does** he **wish** he**'d kept** his old blender?

Should have or ought to have + a past participle

I **should have waited** to get the Lightning hoverboard. = I **ought to have waited** to get the Lightning hoverboard.
Should he **have gotten** the X2E, even though it was over his budget?
He **shouldn't have bought** the jacket in size small.

Use should, not ought to, in negative statements and questions.

If only + the past perfect

Express very strong regret with If only + the past perfect. Such statements of regret often suggest a negative consequence. (It's common to use if only in a past unreal conditional statement followed by a result clause that states the consequence.)

If only I'd read the fine print! (regret: I wish I had.)
If only we hadn't bought this home theater. (regret: We wish we hadn't.)
If only I'd gotten a real underwater camera, I **would have taken** pictures of the sharks.

GRAMMAR EXPANDER p. 119
The past unreal conditional: inverted form

LESSON 1 Express buyer's remorse

A VOCABULARY

Suggested time: 5 minutes | Your time:

- To warm up, write the word *remorse* on the board. Elicit the meaning. (a strong feeling of sadness for doing something bad; regret) Then add the word *buyer's* before the word on the board and elicit the meaning of the phrase. (a feeling of regret for having made a particular purchase)
- Direct Ss' attention to the pictures. For each one, ask, *What do you think each person regrets buying?* (a car, a tablet, a gym membership, a fork)
- Call on volunteers to read the people's statements. Confirm understanding of the vocabulary under each image. For each item, ask, *What does it mean?* (*Get sold a bill of goods* means to be deceived by a lie about the quality of a product. *Fall for (something)* means to be tricked into believing something that is not true. *Promise (someone) the moon* means to promise to give someone something that is impossible for you to give. *Get talked into (doing something)* means to be persuaded.)
- Have Ss read and listen to the expressions.
- Then have them listen and repeat.

LANGUAGE NOTES

- The phrase *bill of goods* has a literal meaning of a list of products to be delivered.
- *Fine print* is the information printed in small letters on a document or in an agreement. It is advisable to always read the fine print before signing a document.
- To call a place a *dump* is to suggest that it is unpleasant because it is dirty, ugly, or untidy. An actual dump is a place where unwanted waste is taken and left.
- A *sucker* is a person who is easily tricked or persuaded. *Shell out* means to pay a lot of money for something. A *gimmick* is a trick or object that makes you notice a product and want to buy it.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. Tell Ss to read the sentences silently. Tell them to notice the vocabulary in Exercise A, as well as the words *shell out* and *gimmick*. Ask a volunteer to read the sample answer. Tell Ss they can (but don't have to) use the vocabulary in their answers. What matters is that their sentences give examples that match the vocabulary concepts.
- Have Ss write about purchases individually. Tell them they can write about someone else's regrets about purchases. (For example: One time my mom got talked into shelling out $80 for a face cream that promised to make her look ten years younger.)
- In pairs, have Ss compare answers.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Write on the board: *I wish I hadn't bought this electric canoe!* To quiz Ss' comprehension of the structure, ask, *Did I buy an electric canoe?* (yes) *Do I want to own an electric canoe?* (no) *Do I regret that I bought it?* (yes)
- Direct Ss' attention to the second example under the first rule. Ask the same set of questions: *Did they buy a ridiculous contraption?* (yes) *Do they want to own the ridiculous contraption?* (no) *Do they regret that they bought it?* (yes) Point out the construction: *wish* + (*that*) noun / pronoun + past perfect. Have volunteers read the example questions with *wish* aloud to practice intonation.
- Tell Ss to read the second rule and examples with *should have*. Write on the board: *I should have waited to get the Lightning hoverboard.* Then underneath write *I wish . . .* and ask Ss to restate the sentence. (I wish I had waited to buy the Lightning hoverboard.) Then return to the first two *wish* sentence examples. Elicit these sentences using *should have / ought to have* and *shouldn't have*. (I shouldn't have bought this electric canoe. They should / ought to have joined a health club.)
- Have Ss read the third rule. Look back at the example on the board. Ask, *Can I say* I ought not to have bought this electric canoe*?* (no)
- Direct Ss' attention to the last rule. Ask volunteers to read the example sentences. Have Ss look at the sentences with *wish* in parentheses. Then call on volunteers to restate the sentences with *should have*. (I should have read the fine print. I shouldn't have bought this home theater.) Point out that sentences expressing regret with *if only* can be written with or without an exclamation point, depending on the intensity of the regret being expressed.

GRAMMAR EXPANDER (optional, page T119)

D PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

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

E ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss scan the sentences and underline the uses of *wish* or *if only* in each one.
- Have Ss write their statements individually and then compare answers with a partner.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Ask *What do you mean?* to invite someone to elaborate
- Express empathy with *What a shame*
- Express misgivings about a past action with *I wish I hadn't* and *If only I had*
- Elaborate on an explanation with *The thing is*

- Have Ss look at the photo. Ask, *What might be some possible reasons for buyer's remorse after buying this camera?* (The person doesn't use it that much. It is too complicated to operate. It is too big to carry around.)
- Have Ss read and listen to the conversation.
- To check comprehension, ask:
  Why does the woman regret purchasing the camera? (She doesn't get enough use out of it; the camera in her phone is just as good and more convenient.)
  How did she get sold a bill of goods? (She was told the photos would be better than the ones from a cell phone.)
- Call Ss' attention to the **Social language** box. Model the item for Ss to listen and repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they:
  - put emphatic stress on *wish* and *the thing is*
  - use falling intonation for *What do you mean?*, *Why not?*, and *What a shame*
  - use a sympathetic tone for *What a shame* and a remorseful tone for *If only I had . . .*
- Monitor as Ss practice the conversations in pairs.

C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the cartoons. Ask, *What does each person regret buying?* (a car, a TV, a treadmill, a sound system, a food processor) Call on volunteers to read the reasons. Clarify vocabulary as needed.
- Tell Ss to make notes on the notepad about an experience of buyer's remorse described in Exercise B on page 26 or shown in one of these cartoons. Refer Ss back to the vocabulary in Exercise A on page 26 to review reasons for regrets.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Form pairs. Have Ss tell their partner about the experience that they made notes on in Talking Points.
- Remind Ss to start with *I wish I hadn't . . .* and include other ways to express regret in their conversation.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Monitor Ss' conversations.
- Have Ss change roles and practice again, before working with a new partner.

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

✓ using vocabulary to express buyer's remorse
✓ using *wish, should / ought to have,* and *if only* to express regrets about the past

OPTION Use the Unit 3 Energizer Worksheet (see Printable Resources in the Portal).

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

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *You have buyer's remorse about a purchase you recently made. Write a text message to a friend describing what you purchased and why you regret buying it.* Tell Ss to write 4–5 sentences. Collect the papers and read them to identify areas for review and extra practice.

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

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

E ACTIVATE GRAMMAR | On a separate sheet of paper, rewrite the statements and questions, changing wish or if only + the past perfect to should have or ought to have.

1 They wish they'd bought their shoes online instead of at that fancy shoe store in the mall. *1. They should have / ought to have bought their shoes . . .*
2 If only I'd waited for the newer model to come out. *2. I should have / ought to have waited for . . .*
3 Don't you wish you'd read the fine print before you got the tablet with the underwater camera? *3. Shouldn't you have read the fine print . . .?*
4 I wish I hadn't bought that gimmicky pizza fork. *4. I shouldn't have bought that gimmicky pizza fork.*
5 If only I hadn't been in such a hurry to get the hottest new phone! *5. I shouldn't have been in such a hurry . . .!*
6 Does he wish he'd checked out the price of a used car before he bought the JR200? *6. Should he have checked out the price . . .?*

COMMUNICATION ACTIVATOR

Now let's express buyer's remorse.



A CONVERSATION MODEL | Read and listen.

A: I wish I hadn't gotten that expensive camera.
B: What do you mean? It's the best one on the market, isn't it?
A: It is, but it cost a bunch, and I don't get enough use out of it.
B: Why not?
A: Well, the one on my phone is just as good and more convenient. The camera just sits around collecting dust.
B: What a shame.
A: The thing is they sold me a bill of goods. They said the photos would be better than the ones from a cell phone. If only I had read the reviews!

Social language
Elaborate on an explanation with "The thing is . . ."

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

C TALKING POINTS | Use one of your regrets from Exercise B on page 26. Or use the cartoons below for other ideas. Make notes about it, using the reasons below or another reason.



It costs so much to maintain.


It takes up so much room.



It's so hard to operate.



It's so hard to put together.



It just sits around collecting dust.

What was the purchase?	What should you have bought instead?
Why do you regret buying it?	What did you do about it?

D IN YOUR OWN WORDS | Create your own conversation, using your Talking Points. Start like this: *I wish I hadn't . . .* Be sure to change roles and then partners. (Option: Use the Unit 3 Energizer Worksheet.)

"They promised me the moon and I fell for it!"

KEEP TALKING! ●●●

- Tell your partner how you were convinced to buy the item.
- Express sympathy to your partner.
- Make suggestions about what to do with it.
- Say as much as you can.

Watch the video for ideas!

2 COMMUNICATION GOAL Talk about financial goals and plans

A GRAMMAR CLOSE-UP | Read the interview responses. Notice the featured grammar.

Q: Tell us about your short-term and long-term financial goals and plans.

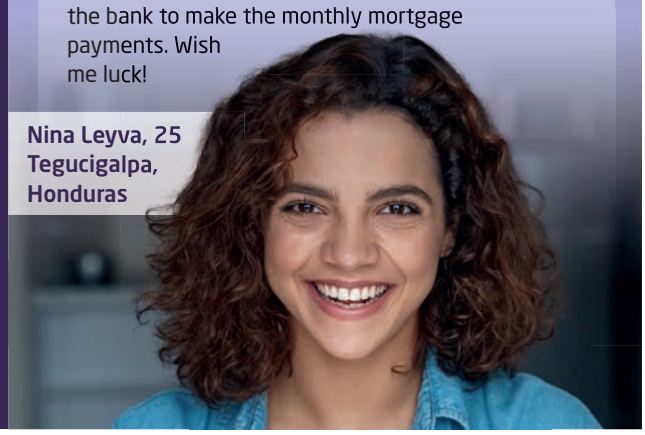
I just hate owing money to anyone, but my college expenses have been astronomical. I had to take out a pretty big loan, and now I'm in debt. So here's my idea. By this time next year, I'll have graduated. My immediate plan is to find a job and put away 10% of my paycheck every month, which I'll use to begin paying off the loan month by month. After four or five years, I expect to have gotten a raise so I can pay back more each month. My long-term goal? I hope to have paid back all the money I owe by the time I turn 30.

Sam Lane, 21
Atlanta, USA



I've decided on a long-term goal for myself: to buy my own apartment by the time I'm 30. I'll need to have saved up a bunch of money to make *that* happen. I get a good salary and I'm financially independent. But I love having nice things, and I've had a hard time sticking to a budget, and saving is hard. So I've made up my mind to seriously cut back on spending and start saving. In a year or two—if I stay disciplined—I hope to have saved up enough for the down payment on the apartment and always have enough money in the bank to make the monthly mortgage payments. Wish me luck!

Nina Leyva, 25
Tegucigalpa, Honduras



B RELATE TO PERSONAL EXPERIENCE | Discuss the questions with a partner.

1 Have you ever cut back on your spending in order to buy something you wanted? Tell your partner what happened.
2 Are you financially independent? If not, when do you expect to be? What will make it possible?
3 Do you have anything in common with Sam, Nina, or Ruby from Zoom-In on page 24? Explain.

C GRAMMAR | Completed future actions and plans: the future perfect and perfect infinitives

Use the future perfect to indicate that an action will be completed by a specified time in the future. It's common to state the particular time somewhere in the sentence. Form the future perfect with will have or won't have + a past participle. You can contract will.

By this time next year, Burt **will have saved** enough for a down payment on a car.
If I stick to a strict budget for the next six months, **I'll have put away** enough money for a trip to Europe.
They **won't have finished** their studies before 2025.
Will you **have paid off** your student loans by the time you get married? (Yes, I will. / No I won't.)
Which short-term goals **will** they **have achieved** by the end of the year?

Note:
Common expressions of time with the future perfect:
before / after [May 2]
on / by [Wednesday]
by the time [I leave]
in the next [two years]

Use a perfect infinitive after hope, expect, intend, or plan to indicate that an action will or might take place before a specified time in the future. Form the perfect infinitive with to have + a past participle.

By this time next year, I **plan to have saved** enough cash to buy a car.
They **intend to have paid off** their mortgage in fifteen years.
Do you **expect to have put** enough money in the bank to make your car payment this month?

GRAMMAR EXPANDER p. 120
- The future continuous
- The future perfect continuous

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

LESSON 2 Talk about financial goals and plans

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the photos of the two people. Call on volunteers to read the names, ages, and countries where they live. Tell Ss they will read about these people's short-term and long-term financial goals.
- Have Ss read the text. Play the audio if appropriate. Draw this chart on the board.

	Short-term goals	Long-term goals
Sam Lane		
Nina Leyva		

Call on volunteers to call out answers as you fill in the chart. (Sam's short-term goals: graduate, find a job, and use 10% of his paycheck to begin paying off his loan; Sam's long-term goal: pay off his loan by the time he turns 30. Nina's short-term goals: stick to a budget, cut back on spending, start saving; Nina's long-term goals: buy an apartment, save enough money for a down payment, have enough money in the bank for monthly mortgage payments)

- Have Ss read the text again, paying attention to the featured grammar.

LANGUAGE AND CULTURE

- *Astronomical* means extremely high.
- *Be in debt* means to owe money for something.
- The term *financially independent* can have various meanings. For young people, it usually means being able to support oneself without financial assistance from parents.
- A *budget* is a plan of how available money will be spent.
- In many places, people don't pay the full price for a car or house before taking ownership. They give the seller a *down payment* or a portion of the price and then pay the rest in monthly installments until the full price has been paid.

B RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- If necessary, review that *cut back on something* means to do less of something, such as spending money or eating junk food.
- In pairs, have Ss discuss the questions. If Ss don't feel comfortable discussing their own financial situation, tell them to talk about someone they know.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Write on the board: *By 2055, Suzy will have paid off her house.* Ask, *Has she paid off her house yet?* (no) *In 2055, will she be done paying off her mortgage?* (yes) *Will she be paying off her mortgage between now and 2055?* (yes)
- Have Ss read the first rule. Point to the sentence on the board. Ask, *What action will be completed by 2055?* (paying off her house) Underline *will have paid off*. Draw a timeline on the board, to illustrate the time relationship.

By 2055, Suzy will have paid off her house.

|————————————|————————————>

now *pay off house* *2055*

Direct Ss' attention to the **Note** on the right. Call on a volunteer to use one of the expressions to replace *By 2055* in the sentence on the board. (For example: Before she turns 30, Suzy will have paid off her house.)

- Ask Ss to identify and underline the phrases or clauses with time expressions in the five example sentences. (By this time next year; If I stick to a strict budget for the next six months; before 2025; by the time you get married; by the end of the year) Ask, *Where do the time expressions appear?* (at the beginning or the end of a sentence) *When do we use a comma after the time expression?* (when it's at the beginning of the sentence)
- Finally, point out the highlighted future perfect constructions in the example sentences. Ask, *Which sentence is in the negative?* (They won't have finished . . .)
- Direct Ss' attention to the question *Will you have paid off your student loans by the time you get married?* Point out that it's also acceptable but less common to answer *Yes, I will have. / No, I won't have.*
- To test understanding, elicit additional future statements.
- Have Ss read the second rule and study the examples.
- Direct Ss' attention to the second sentence in Nina's text in Exercise A. Explain that other verbs can also be used with perfect infinitives to talk about possible situations in the future.
- Call on Ss to express their own general future plans using *hope*, *expect*, *intend*, or *plan* and an infinitive.

GRAMMAR EXPANDER (optional, pages T120–121)

D PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

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

E NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss scan the Zoom-In conversation on page 24 for the statements.
- Elicit the two statements from volunteers and write them on the board. Ask, *Where in these sentences do you pause?* (after the expressions of time: *as soon as you get a hoverboard* and *By my birthday*)

OPTION (+5 minutes) In pairs, have Ss look back at the featured grammar in the Grammar Close-Up on page 28. Have them identify whether the forms are future perfect or perfect infinitives. (Sam's answer: 1. future perfect, 2–3. perfect infinitive; Nina's answer: 1. future perfect with perfect infinitive, 2. perfect infinitive) Then ask Ss to circle the time expression associated with each form. (Sam's answer: By this time next year; After four or five years; by the time I turn 30; Nina's answer: by the time I'm 30; in a year or two.) Point out the words *by the time I'm 30.* Point out that the sentence with the perfect infinitive *I'll need to have saved up . . .* refers back to the information in the previous sentence.

F GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- To warm up, elicit the time expression for each item. (1. By next June, 2. When, 3. Before I even think about buying a car, 4. in the time you promised) Then have Ss write the sentences.
- Have Ss compare answers in pairs.

EXTENSION (+5 minutes) In pairs, have Ss rewrite the first two sentences using a perfect infinitive. To help direct them, write these verbs on the board: *hope*, *expect*. (1. By next June, we hope to have put away enough to make a down payment on an apartment. 2. When do you expect to have paid off all your credit card debt?) Once pairs have completed their sentences, bring the class together and call on volunteers to share their answers. Remind Ss that answers may vary depending on which verbs they used.

PRONUNCIATION LESSON (optional, page T133)

G GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Call on a S to read the beginning of the paragraph. Model the first item with the class.
- After Ss complete the paragraph individually, have them compare answers with a partner.

LANGUAGE NOTES

- When someone is *drowning in debt*, they are heavily in debt, usually to many creditors.
- The reference to *a strict yet realistic budget that she can stick to* suggests that Carol has tried to create a budget before, but she couldn't stick to it.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Point to the headings in the notepad. Tell Ss to refer to the **Note** in the grammar chart on page 28 for different ideas for time expressions.
- Refer Ss to the **Keep Talking!** box for ideas about financial goals.
- Have Ss fill in the goals and completion dates.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Call on two volunteers to read the examples.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- In pairs, have Ss discuss their financial goals. Encourage Ss to ask each other follow-up questions.
- Monitor Ss' conversations, encouraging Ss to use the future perfect and perfect infinitives.

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

✓ using future perfect and perfect infinitives

✓ recycling vocabulary to discuss long-term and short-term financial goals

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Read this scenario to the class: *You are 27 and still living in your parents' house. You have a part-time job, but you cannot support yourself. You don't have a lot of debt, but you don't contribute to your parents' household financially. You want things to change. Write 4–5 sentences describing your goal of becoming financially independent.* Tell Ss to use future perfect and perfect infinitives with *hope*, *expect*, *intend*, and *plan*. Write the verbs on the board. Collect the papers and read them to identify areas for review and extra practice.

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

Future perfect: It's just that as soon as you get a hoverboard, they'll have invented something even cooler.
Perfect infinitive: By my birthday, I plan to have saved up almost enough.

E NOTICE THE GRAMMAR | **Find a statement with the future perfect and one with a perfect infinitive that express completed future actions and plans in Zoom-In on page 24.**

F GRAMMAR PRACTICE | **On a separate sheet of paper, use the cues to write sentences with the future perfect.**

1 By next June / we / put away enough to make a down payment on an apartment.
2 When / you pay off all your credit card debt?
3 Before I even think about buying a new car / I / stick to a strict budget for a whole year.
4 Why / you / not pay back the money you owe in the time you promised?

PRONUNCIATION LESSON p. 133
Sentence rhythm: thought groups

See below for answers.

G GRAMMAR PRACTICE | **Complete the paragraph, using perfect infinitives.**

Carol Bishop was drowning in debt, owing money to everyone and having a ton of loans she couldn't pay back and astronomical payments she couldn't make. So today she said enough is enough. She's made some plans and set some short-term goals. By the end of the week, she ..... *intends to have created* ..... (1 intend / create) a strict yet realistic budget that she can stick to. She ..... *hopes to have made* ..... (2 hope / make) the last payment on her student loan by the end of December. In addition, at the same time she ..... *plans to have begun* ..... (3 plan / begin) putting away 20% of her paycheck every month so she can begin paying off her credit card debt. She figures that if she cuts down on unnecessary expenses, stays disciplined, and sticks to her budget and savings plan, she can ..... *expect to have paid back* ..... (4 expect / pay back) all the money she owes within the next 18 months. Wish her luck!



COMMUNICATION ACTIVATOR

Now let's talk about financial goals and plans.

A TALKING POINTS | **Write your short-term and long-term financial goals.**

short-term goals	completion dates	long-term goals	completion dates
buy a hoverboard	before my birthday!	buy a good used car	by the time I graduate

short-term goals	completion dates	long-term goals	completion dates

B DISCUSSION | **Discuss your financial goals with a partner, using information from Talking Points. Make statements in the future perfect and statements with hope, expect, plan, and intend with perfect infinitives. Be sure to change roles and then partners.**

> "By the time I'm 25, I hope to have moved into my own apartment."

> "A year from now, I'll have paid back all the money I owe."

KEEP TALKING! ●●●

Talk about:
- **being financially independent**
- **being out of debt**
- **cutting back on spending**
- **creating a realistic budget**
- **sticking to a savings plan**
- **saving money**

Say as much as you can.

Watch the video for ideas!

Answers for Exercise F
1. By next June, we'll have put away enough to make a down payment on an apartment.
2. When will you have paid off all your credit card debt?
3. Before I even think about buying a new car, I'll have stuck to a strict budget for a whole year.
4. Why won't you have paid back the money you owe in the time you promised?

3 COMMUNICATION GOAL

Describe good and bad money management

A READING | Read about the principles of personal money management. Which one do you think makes the most sense?



"Where does the money go?" Tips for managing your money wisely

You earn a good living, but you live paycheck to paycheck and never have enough. Or worse, you've spent more than you have and have gone into debt. How can you avoid falling into the bad money management trap? It's pretty simple, actually, by following four basic rules.

1 Live within your means.

Keep an income and expense list, showing how much money comes in and goes out. So if your paycheck is $2,000 and you don't have other earnings, that's your income. Then make a list of your fixed expenses—ones that don't change from month to month—car loan, mortgage payments, rent, and utilities (gas, electric, Internet, etc.). Hopefully, your income exceeds your expenses. The amount left over can be used for variable expenses such as groceries, entertainment, clothing, and other things you purchase. As long as you don't spend more than you have, you're living within your means. Later, you can use these numbers to create a budget to help you plan your future spending.

2 Keep track of your expenses.



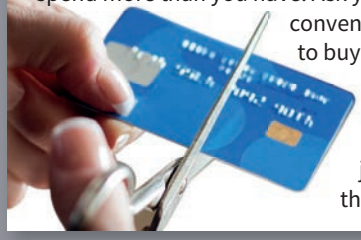
If you don't keep track of your expenses, you'll always be wondering where the money went. People go to the ATM to withdraw cash for daily incidental expenses—lunch, a magazine, bus fare, and the like. Before they know it, all the money's gone and it's back to the ATM. The first step in getting control of that money is paying attention to where it goes. For one month, write down all the money you spend on incidentals and then add it up. You'll probably be surprised.

3 Make saving a habit.

Start saving, regularly, no matter what. Get used to depositing a small percentage—even as little as 5%—of your paycheck in the bank automatically. You'll have money "for a rainy day" (for example, if the fridge suddenly dies). Plus, you'll see your bank balance grow, pretty painlessly. Another tip: as you spend money during the day, don't spend any of the change in your pocket. Each night, put all those loose coins in a jar. In just a few weeks, you'll have collected a bunch. Put that money in the bank, and by year's end, you can expect to have put away a nice chunk of change.

4 Pay your credit card bill in full every month.

The charges to your credit card are borrowed money, and loans have to be paid back. You'll have to pay interest on any money you don't pay back in full at the end of the month. That extra charge can add up pretty fast and you can get deeper and deeper in debt if you let it go on. Credit cards are convenient—you can shop without carrying around a ton of cash. But the downside is that they make it easy to spend more than you have. Ask yourself: Am I using cards for convenience, or am I using them to buy things I can't afford and can't pay for when the bill comes? If it's the latter, get out your scissors and just cut the cards up. You'll thank your lucky stars you did.



B UNDERSTAND FROM CONTEXT | Complete the statements.

1 A rent payment is a (fixed / variable) expense.
2 If your expenses exceed your income, you're living (within / beyond) your means.
3 A budget is a plan for (living beyond your means / spending your money).
4 You can keep track of expenses by paying attention to (what you buy / what you take from the ATM).
5 Money saved for a rainy day is money put away for (fixed / unexpected) expenses.
6 Borrowed money is the money from a (loan / paycheck).
7 If you pay your credit card bill in full at the end of the month, you (won't / will) have to pay interest.

LESSON 3 Describe good and bad money management

A READING

Suggested time: 15 minutes | Your time:

- Have Ss read the title of the article. Invite them to look at the images and preview the four tips by reading the headings.
- Ask, *Where might you see an article like this about managing money?* (For example: money-saving websites, bank websites, personal finance blogs, social media) *Where do you get information about managing money?* (For example: friends, family, social media, newspapers, magazines) *Do you think most people follow the tips outlined in this article?*
- Read the directions and the target question: *Which (principle of personal money management) do you think makes the most sense?* Tell Ss they will answer this question after reading the article.
- Have Ss read the article. If appropriate, play the audio for Ss to follow along.
- Direct Ss' attention back to the target question. Give Ss a few minutes to choose which one resonates most with them. Then call on volunteers to share ideas.
- Finally, return to the question: *Do you think most people follow these tips?* Call on Ss to share opinions.

LANGUAGE NOTES

- Tip 1: *Means* is another word for money or financial resources.
- Tip 1: An *income and expense list* is a place to write down income (money earned) and expenses (money spent). Tracking both helps see where money goes and monitors how much money, if any, is being saved.
- Tip 2: *ATM* is an abbreviation of *automated teller machine*. This is also sometimes called a *cash machine*.
- Tip 3: *Make saving a habit* means to save on a regular basis.
- Tip 4: *Pay your credit card bill in full* means to pay all the money owed, not just the minimum that is due.

EXTENSION (+10 minutes) Have Ss create a list of various expenses. It can be a made-up list of items or they can note things they usually buy. Then have them share with a partner and discuss which ones they could do without to try to save money. Bring the class together and have Ss share.

CHALLENGE (+10 minutes) Write on the board: *Cash versus cashless.* Call on Ss to explain what this refers to. (paying for things in cash or using credit cards or other forms of electronic payment) Write these questions on the board for Ss to discuss in groups:
How do you typically pay for things?
What are the benefits of cash payments? (You only spend money you have, and you cannot become a victim of cybercrime.)
What are the benefits of cashless payments? (It's more convenient, and it's easier to track where your money goes.)
What are the drawbacks of each? (Cash payments require you to carry sufficient amounts of money around. You could lose the money or it could be stolen. Cashless payments can lead to overspending, and you could become a victim of cybercrime.)

TEACHING TIP Be mindful that in some cultures it may be unusual or even rude to speak openly about money and expenses. If it appears that Ss don't want to talk about their own money habits, encourage them to talk about other people, such as people they know or public figures. Alternatively, invite Ss to speak generally about money in their cultures. (For example: Do a lot of people use credit cards? How can people track expenses?)

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Say, *Read each item and see which section of the article (1, 2, 3,* or *4) covers this information. You may need to scan for words.* If appropriate, model item 1. Say, *Let's scan for which section mentions* rent *and* fixed and variable expenses. (section 1)
- Let Ss work individually to locate the information in context to figure out the answers.
- Then have them compare answers with a partner. Go over the answers with the class.

C IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Write *supporting details* on the board. Elicit or explain that a supporting detail is information that clarifies, proves, or explains the main idea. Point out that the questions elicit supporting details for the different sections of the article.
- In pairs, have Ss read the questions and locate the answers. Tell them to underline the information in the article or write it down.
- Bring the class together to go over the answers.

CHALLENGE (+5 minutes) Divide the class into four groups and assign each group one of the tips from the article in Exercise A. Tell Ss to summarize the information in their section. They should include the main idea and supporting details of the section. One person in the group should write notes. Then bring the class together and have Ss share summaries. Offer feedback if Ss miss any information or offer too many details.

Possible answers for Exercise C

1. *The purpose is to help you determine whether you're living within your means.*
2. *It can help you know where your money goes.*
3. *You'll have money "for a rainy day." Plus, you'll see your bank balance grow, pretty painlessly.*
4. *If you put that money in a jar instead, by year's end, you can expect to have put away a nice chunk of cash.*
5. *The upside is that credit cards are convenient. The downside is that they make it easy to spend more than you have.*

D PAIR WORK

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to study the pictures and match them to the captions.
- In pairs, have Ss compare answers. If they disagree, encourage them to study the details in the pictures. Assist as needed.
- Then bring the class together and go over the answers.

OPTION (+5 minutes) Write *opposites* on the board. Ask, *What is the opposite of good money management?* (bad money management) Say, *I'm going to make a statement, and you will say the opposite:*
I live within my means. (I live beyond my means.)
I don't know where my money goes. (I keep track of my expenses.)
I live paycheck to paycheck. (I save regularly.)
I'm drowning in credit card debt. (I always pay my credit cards in full.)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the items. Ask, *Which items are good money management and which are bad money management?* (The items in the first column are good; the items in the second column are bad.)
- Assure Ss that if they would prefer not to analyze their own money management, they can use information about someone they know. They can write the person's name—or *my friend*, *my sister*, *my co-worker*—at the top of the survey.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Ask a volunteer to read the example answer.
- Draw Ss' attention to the **Recycle This Language** box. If Ss don't recall any of the phrases, call on volunteers to explain or use them in sentences. Tell Ss to use these in their discussion.
- In pairs, have Ss describe the management styles as checked off in the survey. Encourage Ss to give real-life examples either from their own lives or the lives of the people they choose to talk about. Note that if Ss are sensitive about sharing their financial information, this can also be done in writing as an independent activity.
- Monitor Ss' conversations, encouraging Ss to use the vocabulary to discuss good and bad money management. Assist as needed.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ using vocabulary to discuss good and bad money management
✓ using language to discuss steps to improve one's money management

CLOSURE ACTIVITY (+5 minutes) Divide the class into pairs. Write on the board:
1. What are ways to live within your means?
2. What is an example of a good saving habit?
3. How can you keep track of your expenses?
4. How can you make sure you can pay your credit card in full?
Have Ss write answers to these questions based on what they learned in the lesson and from their own experience. Monitor to identify areas for review and extra practice.

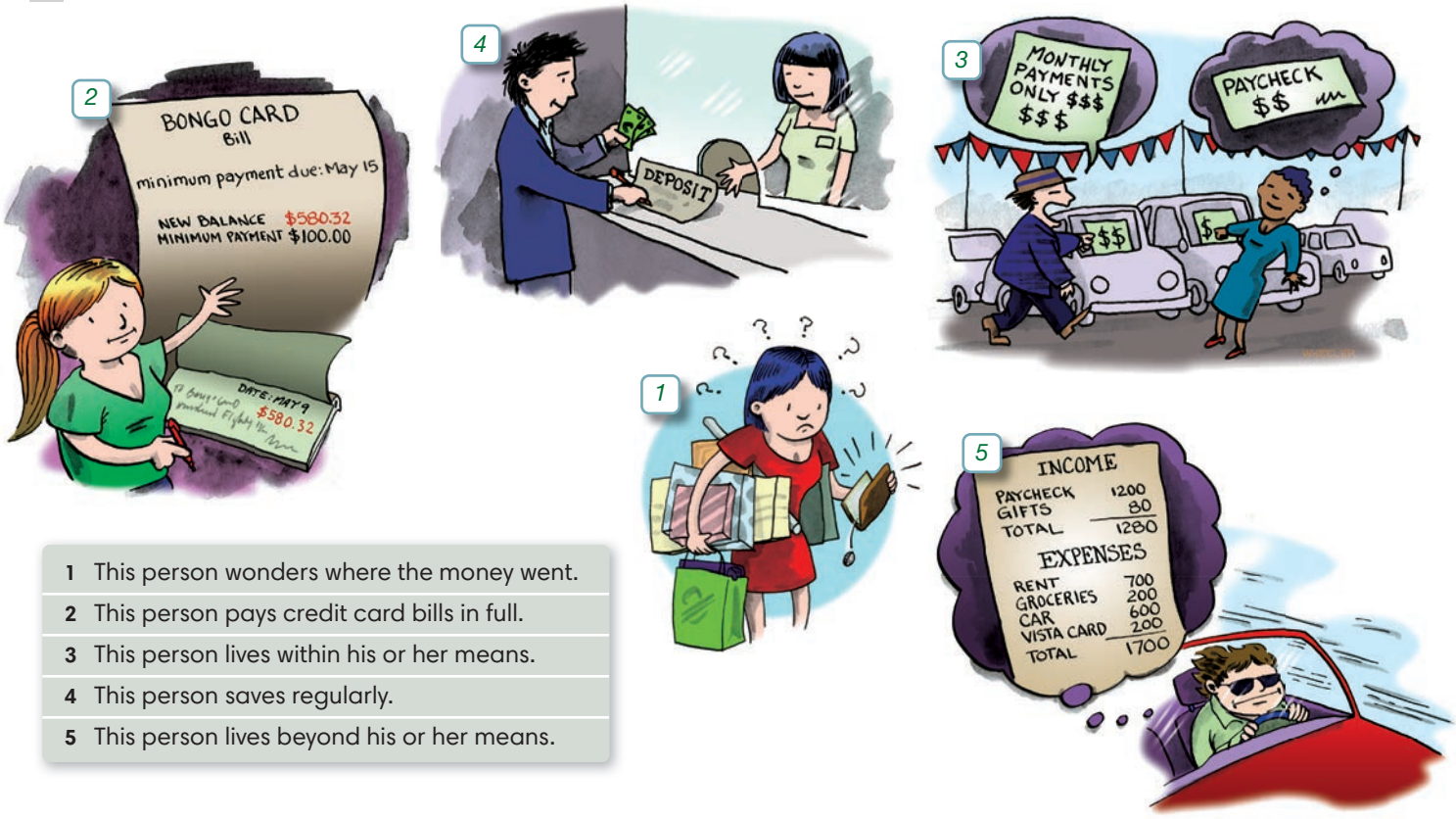
Remind Ss of additional reading practice in their digital resources.

See page T31 for possible answers.

C IDENTIFY SUPPORTING DETAILS | **Answer with a partner and support each answer with details from the article.**

1 What is the purpose of an income and expense list?
2 Why is it important to keep track of expenses?
3 What are two benefits of saving regularly?
4 Why does the author recommend not spending the loose change in your pocket?
5 What's the upside and downside of credit cards?

D PAIR WORK | **Match the pictures and the captions. Explain each choice to your partner.**



1 This person wonders where the money went.
2 This person pays credit card bills in full.
3 This person lives within his or her means.
4 This person saves regularly.
5 This person lives beyond his or her means.

COMMUNICATION ACTIVATOR

Now let's describe good and bad money management.

A TALKING POINTS | **Analyze your money management style. Check the statements that apply to you.**

◯ I live within my means.	◯ I live beyond my means.
◯ I keep track of my expenses.	◯ I don't know where the money goes.
◯ I make saving a habit.	◯ I live from paycheck to paycheck and spend it all.
◯ I always pay my credit card bills in full.	◯ I'm drowning in debt.

B PAIR WORK | **Compare answers on the survey in Talking Points. Describe your own money management style and attitudes. If you'd like to improve your money management, what steps could you take? Be specific and use all the language from Unit 3.**

"I use the notes app on my phone to record my incidentals. If I don't do that, I don't remember where all the money went."

RECYCLE THIS LANGUAGE

be a big spender
be a cheapskate
be thrifty
be [in / out of] debt
have a good head on [my] shoulders about money
easy come, easy go
everything in moderation
over my budget
[short-term / long-term] goals
waste not, want not
chip in / contribute
save up for a rainy day
stick to a budget

4 COMMUNICATION GOAL Consider reasons for charitable giving

A VOCABULARY | Words and phrases associated with charity | Read and listen. Then listen again and repeat.

a charity	an organization that collects and provides money or other benefits to fulfill important needs
a donation	money given voluntarily to a charity
a donor	a person who contributes money to a charity
fundraising	the activity of requesting financial contributions
generosity	the quality of being willing to share one's own money with others in need

B VOCABULARY PRACTICE | Complete the statements with words from the Vocabulary.

Jessica believes that "charity begins at home," so she's involved in (1) *fundraising* for the local hospital. When there's a community event, such as a road race or a play at the high school, she sets up a table with information about the hospital and she asks people for (2) *donations*. Jessica says she can always rely on the (3) *generosity* of the people in her hometown. But Jessica doesn't think charity should limited to things "close to home." For that reason, she's also a (4) *donor* to a number of international (5) *charities*, such as Doctors Without Borders and the World Wildlife Fund.



C LISTEN FOR MAIN IDEAS | Listen to the conversation. What's the main idea?

- ☐ 1 Fundraising is an important activity of the No Kidding organization.
- ☑ 2 Charitable giving benefits the givers as well as the people who receive the help.
- ☐ 3 Malnutrition affects people who don't have enough to eat.

D UNDERSTAND FROM CONTEXT | Listen again. Complete the statements with the correct words.

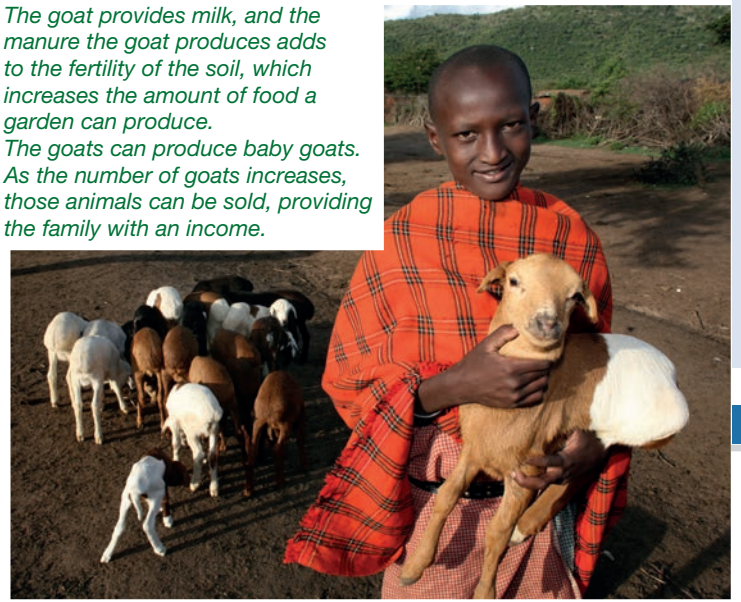
1. Malnutrition results from a lack of (nutrients / hunger).
2. When soil fertility is improved, gardens yield a greater quantity of (meat / vegetables).
3. A subsistence farmer produces crops to (sell to others / feed his or her own family).
4. In the conversation, a kid is a (baby goat / young child).
5. If you alleviate hunger, malnutrition, or poverty, you (lessen / increase) it.

E LISTEN FOR DETAILS | Discuss and answer the questions, based on the conversation. Listen again to confirm your answers.

1. What are two benefits of owning one goat?
2. What's one benefit of owning more than one goat?
3. How can goats help a family begin earning an income?
4. What is the reason some people give their own children the gift of a No Kidding gift certificate as a birthday present? *See answer below Exercise F.*

Possible answers:

1. *The goat provides milk, and the manure the goat produces adds to the fertility of the soil, which increases the amount of food a garden can produce.*
2. *The goats can produce baby goats.*
3. *As the number of goats increases, those animals can be sold, providing the family with an income.*



F EXPRESS AND SUPPORT AN OPINION | There's a saying, "Charity begins at home." No Kidding operates far from Grace, Tina, and Walter's home. Do you think it's a good idea to contribute to a charity far from your home? In what way does Walter bring No Kidding "close to home"?

4. Their children can learn about the value of using money to help others, rather than just thinking of money as something they can use for toys, candy, or entertainment.

LESSON 4 Consider reasons for charitable giving

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the words associated with charity.
- Then have Ss listen and repeat the words.
- In pairs, Ss take turns reading the words and their definitions. Monitor and further clarify meaning as needed.

OPTION (+5 minutes) To check comprehension, write the words on the board. Tell Ss not to refer to the Student's Book. Then read the definitions and have Ss match the correct word to each definition.

B VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss describe the photo. Then tell them to complete the exercise individually. Encourage them to first try to answer the questions without looking at the definitions in Exercise A.
- Have Ss compare answers with a partner.

EXTENSION (+5 minutes) Invite Ss to work in pairs to make a series of sentences with the vocabulary words. Tell them they can include more than one word in a sentence. (For example: I am helping with fundraising for a charity. One donor made a big donation. His generosity is appreciated.) Bring the class together and have Ss share sentences.

LANGUAGE AND CULTURE *Charity begins at home* is a well-known expression. It suggests that one should take care of one's own family before taking care of others. It can also mean that one should take care of local things before taking care of things far away.

OPTION (+5 minutes) Invite Ss to think about the expression *Charity begins at home*. Ask, *What charity close to home does Jessica support?* (her local hospital) *Is Jessica involved with only charities close to home?* (No, she is also a donor to international organizations.) Tell Ss to share what local or international charities they are familiar with or involved in.

C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- As appropriate, review that the main idea is the central thought the speaker wants to communicate to listeners.
- Have Ss skim the three answer choices. Invite Ss to circle with a pencil which choice seems like it may be the main idea.
- Play the audio and have Ss choose the main idea.
- Bring the class together to confirm the answer. Ask, *Why is 1 not the main idea?* (It's a supporting detail.) *Why is 3 not the main idea?* (It's a fact relating to the charity's purpose, but it is not the main idea of the conversation.)

TEACHER TIP The exercise(s) that utilize audio recordings focus on a variety of listening skills. When a number of listening exercises follow one after another, they typically start with a more general listening for gist and move into more focused listening practice. Invite Ss to preview all listening tasks to get an idea of what they should be listening for.

D UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Invite Ss to preview the exercise items. Tell them to mark with pencil any answers they think they know.
- Play the audio. Tell Ss to pay attention to the underlined words to help give context.
- In pairs, have Ss compare answers.
- Bring the class together and clarify any outstanding questions.

LANGUAGE NOTES

- *See the big picture* means to have an overall view of a complex subject rather than concentrating on details.
- *Kill two birds with one stone* means to achieve two things with one action.

E LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss the questions. Tell them to mark the ones for which they need to hear more details.
- Play the audio. Have Ss continue discussing and answering questions.
- Bring the class together. Replay any sections if appropriate. If Ss have difficulty, show them the audio script in the Portal.

OPTION (+5 minutes) Ask, *Why is the charity called* No Kidding*?* (It's a play on words. *Kid* is the word for a baby goat as well as the word for a child. The charity gives goats to poor rural families. *No kidding* is also an expression used to emphasize that you are telling the truth.)

F EXPRESS AND SUPPORT AN OPINION

Suggested time: 5 minutes | Your time:

- Read the directions and make sure Ss understand the questions.
- Invite Ss to take a few minutes to write down some ideas.
- In pairs, have Ss share their ideas. Then bring the class together and discuss.

G WORD STUDY

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the words and their part of speech. Tell Ss to take a few minutes to complete the exercise. Encourage them to first try to complete the chart without a dictionary. Then let them refer to a dictionary for any items they could not figure out.
- Have Ss compare answers with a partner.

H ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- In pairs, have Ss write sentences. Assist as needed.
- Combine pairs into groups of four and have them share.

Communication Activator

A TALKING POINTS

Suggested time: 3 minutes | Your time:

- Have volunteers read the list of types of organizations.
- Draw Ss' attention to the *other* section and have them write another example of a charity they would contribute to.
- Give Ss a few minutes to complete the checklist.

LANGUAGE NOTE The words *contribute* and *donate* describe similar actions. They can both be used in the sense of giving money to a cause, charity, or organization. *Contribute* can also suggest a joint activity not necessarily related to money, such as contributing to the efforts of others. (For example: I contributed to our success.) *Donate* is more related to a financial activity. Tell Ss they can use *contribute* or *donate* interchangeably when talking about giving money to a charity.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Tell Ss to read the reasons. Then call on volunteers for ideas to write beside *other*. (For example: to give back to the community)
- Ask a volunteer to read the example statement on the top right. Ask, *Which reason do you think this statement belongs to?* (to help others)
- Give Ss a few minutes to rate the reasons and then have them compare answers with a partner.

OPTION (+5 minutes) In pairs or small groups, have Ss think of people they know who volunteer for different reasons. Write on the board: *Do you think a person's motivation for volunteering matters?* Invite Ss to share their opinions.

C DISCUSSION

Suggested time: 7 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Write on the board:
  1. *What are the general reasons you give or would give to charity?*
  2. *Why do you or would you contribute specifically to the charities you checked in Exercise A?*
- Call on a volunteer to read the example answer in Exercise C. Ask the questions on the board, in reference to the example answer and have Ss answer.
- Form pairs or small groups. Encourage Ss to use the words in Word Study on page 33 in their discussion.
- Bring the class together and have Ss share.

LOOK FOR While Ss are doing Exercise C, monitor their discussions to determine if they are
✓ using words from Word Study
✓ discussing reasons for charitable giving

WRITING HANDBOOK (optional, page T143)

CLOSURE ACTIVITY (+5 minutes) Write on the board: *Why do you want to make a charitable contribution to No Kidding?* Tell Ss to imagine that, based on the information about the No Kidding charity, they have decided to purchase two goats for a family. Say, *Write a paragraph describing four reasons for giving to this charity.* Collect the papers and read the answers to identify areas for review and extra practice.

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

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

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

G WORD STUDY | Parts of speech | Write the noun, adjective, or verb form of each of these words. Use a dictionary if necessary.

noun:	**charity**	adjective:	*charitable*		
noun:	**donor**	verb:	*donate*	(another) noun:	*donation*
noun:	**generosity**	adjective:	*generous*		
noun:	**fertility**	adjective:	*fertile*	verb:	*fertilize*
noun:	**independence**	adjective:	*independent*		
noun:	**contributor**	verb:	*contribute*	(another) noun:	*contribution*
noun:	**fundraising**	(another) noun:	*fundraiser*		
noun:	**subsistence**	verb:	*subsist*		

H ACTIVATE VOCABULARY | With a partner, write five sentences using five of the words from Exercise G.

COMMUNICATION ACTIVATOR

Now let's consider reasons for charitable giving.

A TALKING POINTS | Write a checkmark next to organizations you would contribute to. Write an X next to the ones you wouldn't.

	an organization that helps the homeless		a school in a poor neighborhood
	a disaster relief agency		a museum
	an animal protection agency		a religious institution
	a food bank for the food insecure		other:

> "I'd contribute to an organization that helps the homeless. I think it's our responsibility to share what we have with people in need."

B PAIR WORK | Look at the reasons why people contribute to charities. Which do you think are the best reasons? Rate them in order from 1 to 8, with 1 being the best. (You can add another one if you'd like.) Compare and discuss your ratings with a partner.

..... to change society
..... to set a good example
..... to feel good
..... to help others
..... so people will admire them
..... so people will thank them
..... for religious reasons
..... other



C DISCUSSION | Using the information from Talking Points and Exercise B, discuss your general and specific reasons for contributing to the organizations you checked. Use words from Word Study when possible. (Option: Use the Unit 3 Soft Skills Booster, p. 153.)

> "My motivation for contributing to charity is mostly to help the environment. That's the reason I give money to organizations that promote the use of alternative fuels. Actually, I suppose that means that I'm interested in helping others—and myself!"

WRITING HANDBOOK p. 143
- **Skil** Organizing information by degrees of importance
- **Task** Write a personal statement for a job or university application

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Express buyer's remorse.
- ☐ Talk about financial goals and plans.
- ☐ Describe good and bad money management.
- ☐ Consider reasons for charitable giving.

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

UNIT 4

Clothing and Appearance

PREVIEW

A APPEARANCE AND SELF-ESTEEM | **Listen to an introduction to a psychologist's talk. What is the problem the speaker describes?** *Possible answer: A growing trend of having a super-thin body is harmful to most girls' and women's self-image.*

B ZOOM-IN | **Read and listen to friends discuss clothing customs. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Eliani = Arabic
Harriet = American English (regional)



Eliani: Layla's been invited to a friend's wedding next month—a close friend actually. And she was asked to be a bridesmaid. I'm not sure what I should get her to wear.

Harriet: Wow! Time flies. Layla's old enough to have friends getting married?

Eliani: Hello! Layla's 20. She's in her last year at school. Hard to believe, right?

Harriet: Well, about the dress: That decision's out of your hands. The bride picks out the bridesmaids' dress and they all wear the same thing. End of story.

Eliani: Oh, that's just like at home. But what kind of dress do you suppose they'll choose for her? Do you think it'll be very revealing? I realize she's not a child, and it's probably none of my business.

Harriet: Well, by our standards, probably not very revealing, but I understand you might not feel the same way.

Eliani: You know me so well! It's been a struggle for me bringing her up here in this country. Call me old-fashioned, but I still think a young unmarried woman should dress modestly.

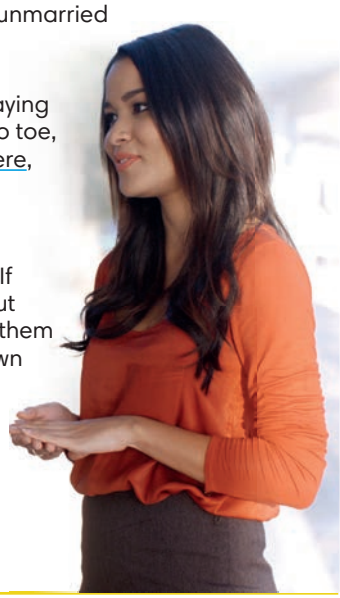
Harriet: How modestly do you mean?

Eliani: Well, don't get me wrong. I'm not saying she should be covered up from head to toe, but you have to draw the line somewhere, don't you?

Harriet: Yeah, you do.

Eliani: I mean, look at the way girls walk around—actually it's not just the girls. If I had a son, I'd feel the same way about inappropriate clothes. The majority of them walk around in torn pants hanging down below their . . .

Harriet: I wouldn't read too much into any of this, Eliani. It doesn't mean much. Things that seem fine in one culture can be totally inappropriate or disrespectful somewhere else. It's just fashion.



C UNDERSTAND FROM CONTEXT | **With a partner, find featured words or phrases from Zoom-In to answer the questions.**

1 How does Harriet indicate that she's surprised Layla is already 20? *1. Time flies.*
2 In what way does Eliani say that something's been difficult for her? *2. It's been a struggle.*
3 What word does Eliani use to mean "not up to date"? *3. old-fashioned*
4 How does Eliani ask Harriet not to misunderstand what she's going to say? *4. Don't get me wrong.*

D LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

E THINK AND EXPLAIN | **With a partner, discuss the answers to the questions, based on the conversation in Zoom-In.**

1 Why do you think Eliani says that decisions about Layla's clothes are "none of her business"?
2 Why does Harriet say that the decision about the dress is "out of Eliani's hands"?
3 What does Harriet mean by "End of story"?
4 What do you think Eliani means when she describes a dress as "revealing"?
5 What do you think Eliani means by "you have to draw the line somewhere"?
6 What does Harriet mean when she says, "I wouldn't read too much into any of this, Eliani"?

> "I think Eliani says that clothing decisions are "none of her business" because she understands that Layla is old enough to make her own decisions."

Possible answers:
1. Because Layla is no longer a child, she can make her own decisions about what to wear.
2. Because the bride picks out the bridesmaids' dress, Eliani has no say about Layla's dress.
3. There's no more to say about this.
4. She means it shows too much skin.
5. She means one has to set a boundary somewhere.
6. She means it's not a big deal; don't worry about it.

Unit 4 Clothing and Appearance

PREVIEW	Students listen to a psychologist talk about female body image, read a conversation discussing clothing customs, and complete a style survey.	
LESSON 1 **Describe clothing details and formality**	***Vocabulary***	Describing clothes
	Listening	Listen for details
LESSON 2 **Talk about the kind of clothes you buy**	***Grammar***	Quantifiers: review and expansion
LESSON 3 **Examine questionable cosmetic procedures**	***Reading skills***	Understand from context; Identify supporting details; Express and support an opinion
LESSON 4 **Discuss appearance and self-esteem**	***Word Study***	Compound words with *self-*
	Listening skills	Listen for main ideas; Listen for details
EXTEND-IT 2	*Plan a meeting venue*; *Represent your country*; *Attend a dinner party*	

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

Preview

A APPEARANCE AND SELF-ESTEEM

Suggested time: 5 minutes | Your time:

- Have Ss read the heading of Exercise A. Ask, *What is* appearance? (the way you look) *What is* self-esteem? (the way you feel about yourself)
- Write *ideal* on the board. Elicit or explain that an *ideal* is the best that something could possibly be. Say, *The talk will discuss the female ideal. What might that refer to?* Invite Ss to speculate.
- Have Ss listen to the conversation. To check comprehension, ask:
  What is the female ideal today? (to be very thin)
  How do models in fashion magazines today compare to models in the past? (models were not as thin in the past)
  What does it mean to starve oneself? (to eat so little that you are severely hungry)
- In pairs, have Ss discuss the question in the directions.
- Return to the exercise heading. Ask, *According to the psychologist, what type of self-esteem do many girls and women have?* (low) *Why?* (because they are aiming for an impossible ideal of being very thin)

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Bring Ss' attention to the note on accents on the right. Point out that Eliani comes from a different culture and is struggling with cultural differences in fashion in the U.S.
- Have Ss read and listen to the conversation, noticing the featured language. To check comprehension, ask:
  What is Eliani worried about? (that the bridesmaid's dress may be revealing)
  Does Harriet think the dress will be revealing? (not by American standards, but maybe by Eliana's standards)
  What are Eliani's views about unmarried women? (that they should dress modestly)
- Point out that Eliani's sentence *Hard to believe, right?* has no subject, which is common in an informal conversation. Both speakers know what the implied subject is.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs. Go over the answers with the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Assist as Ss look up words or phrases.
- Have Ss share their sentence with a partner.

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Call on two volunteers to read the example conversation. Invite other Ss to share their opinions.
- In pairs, have Ss discuss the remaining questions. If Ss need help interpreting any of the expressions, encourage them to analyze the context to figure out meaning.

F TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit or explain that *a look* means a particular style. Point to the little hangers. Tell Ss they will circle them to illustrate preference.
- Tell Ss to study the words and the styles that reflect them. Have them rate the looks.
- In pairs, have Ss compare their ratings.
- Bring the class together and ask, *Who gave three hangers to classic? Loud? Funky? Subdued? Trendy? Elegant?* See if there is a preferred style that the majority of Ss like.

G VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read the definitions silently.
- Then have them listen to the words and repeat.
- Finally, as a class look at the **And don't forget** list. (See the Teaching Tip below.)

LANGUAGE NOTES

- *Wild* is a slang term used to mean unusual.
- *Conservative* means not very modern in style or taste.
- *Modest* refers to clothing or behavior that avoids attracting too much attention.
- *Appropriate* means suitable for a particular situation.
- *Inappropriate* means not suitable for a particular situation.
- *Casual* means relaxed and not formal.
- *Formal* in reference to clothes can mean a tuxedo or suit for a man and a dress or gown for a woman.
- *Informal* in reference to clothes refers to clothes you wear at home or in regular daily situations.

OPTION (+5 minutes) In pairs or groups, have Ss think of people they know who have similar styles. Write on the board: *The male model in picture 1 reminds me of my . . .* and *He always wears . . .* Have Ss use adjectives from the Exercise G vocabulary lists.

TEACHING TIP The adjectives in the **And don't forget** list were previously taught in the *Connectivity* course. If your Ss didn't use *Connectivity* or don't know these words, suggest they look them up and write them in a vocabulary journal.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the example and ask whether Ss agree with the example statement.
- Have Ss work in pairs or groups of three to share opinions about the different outfits. Monitor and assist with any vocabulary Ss might not know, such as *blazer* or *bow tie.* Make sure they use the adjectives to describe fashion from the lists in Exercise G.
- Bring the class together and have Ss share their opinions. If Ss disagree, invite them to defend their ideas.

EXTENSION (+5 minutes) Write on the board: *Do you judge people by the clothes they wear? Why? Why not?* Invite Ss to share opinions in groups.

OPTION (+10–15 minutes) Write on the board:

school	*work in an office*
errands	*dinner at a restaurant*
pizza at a friend's house	*hanging out at home*

In pairs or groups, have Ss discuss which of the pictured outfits they think are appropriate for the specific occasions. Then ask, *Do you think any of the outfits are appropriate for all occasions?* Invite Ss to share situations where they or someone they knew were dressed inappropriately for an occasion. (For example: I was invited to a party at a friend's house and I came dressed in jeans. I was so embarrassed when I saw that everyone was in very formal outfits—women in dresses and men in ties! I actually went home quickly and changed!)

DISCUSSION

Suggested time: 10 minutes | Your time:

- Invite Ss to skim the names under the quotations. Ask, *Have you heard of any of these people?* Tell Ss they will read quotes about the significance, or meaning, of clothes.
- In pairs, have Ss read and discuss the meaning of the quotes. Monitor and clarify vocabulary as needed.
- Bring the class together and call on volunteers to share how they paraphrased the sayings and which one made the most sense to them. Read the last quote. Ask, *Do you agree that your style can express who you are?*

LANGUAGE NOTE *Stand out* means to be very easy to see and notice.

EXTENSION (+5 minutes) Ask, *Can you think of other quotations about fashion, either in English or in your language(s)?* If not, have Ss look up some quotations online in class or for homework. Invite Ss to share.

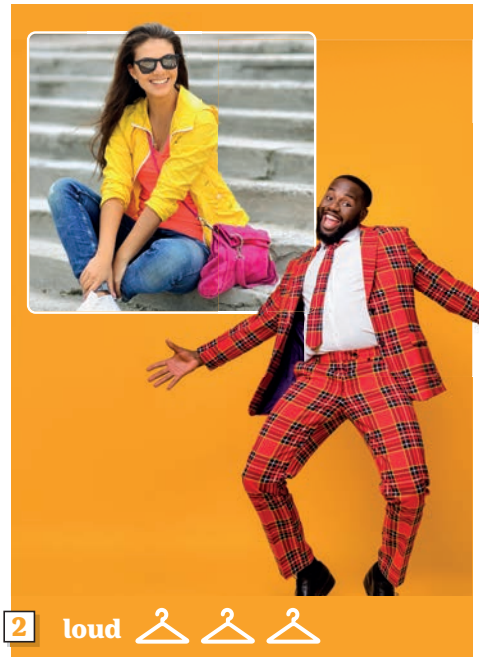
UNIT 4
COMMUNICATION GOALS

Lesson 1 Describe clothing details and formality
Lesson 2 Talk about the kind of clothes you buy
Lesson 3 Examine questionable cosmetic procedures
Lesson 4 Discuss appearance and self-esteem

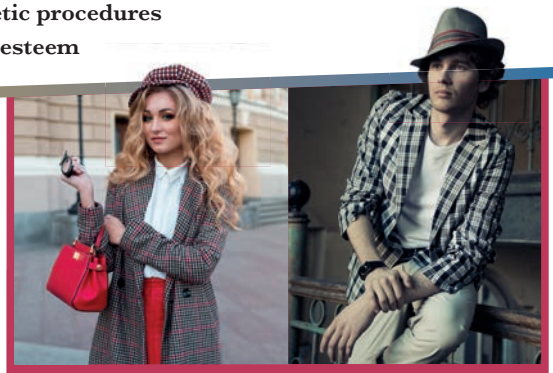
F TALKING POINTS | Complete the style survey. Rate the looks by circling 1 to 3 hangers, giving 3 hangers to the ones you like best.



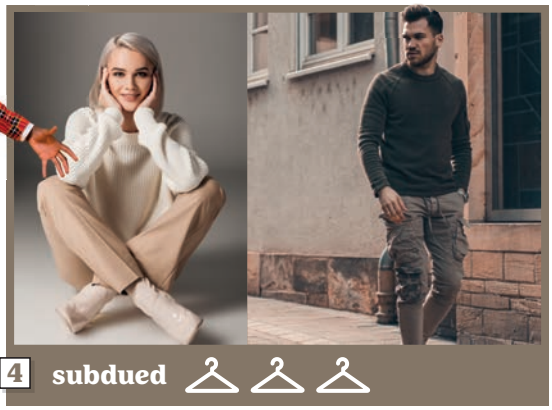
1 classic



2 loud



3 funky



4 subdued



5 trendy



6 elegant

G VOCABULARY | Adjectives to describe fashion | Listen and repeat.

classic	an unchangeable style that's always fashionable and stylish
loud	extremely bright and very attention-getting
funky	modern, "cool," and non-traditional
subdued	not bright or loud; visually quiet
trendy	a temporarily popular style that probably won't last
elegant	beautiful and of high quality

And don't forget
wild
conservative
modest
appropriate
inappropriate
casual
formal
informal

START TALKING

PAIR WORK Express your opinions about the outfits in the photos, using as many adjectives as you can.

> "The red suit is really loud. It would be inappropriate for my office."

DISCUSSION Paraphrase the quotations. Which makes the most sense to you? Explain.

> *"Fashion is just an interpretation of the culture around us."*
> **Nina García**
> *(Colombian-American fashion journalist)*

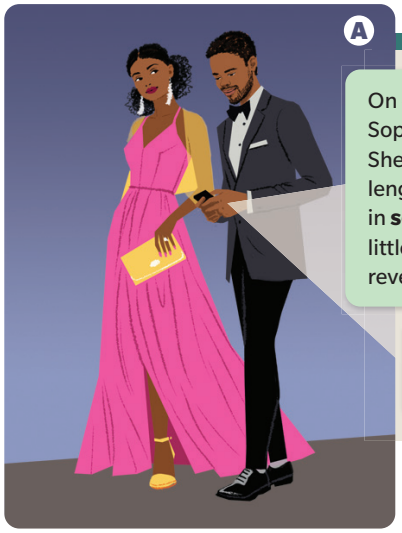
> *"In a world full of trends, I want to remain a classic."*
> **Iman**
> *(Somali fashion model)*

> *"Elegance is not standing out but being remembered."*
> **Giorgio Armani**
> *(Italian fashion designer)*

> *"Style is a way to say who you are without having to speak."*
> **Rachel Zoe**
> *(U.S. fashion designer)*

1 COMMUNICATION GOAL Describe clothing details and formality

A VOCABULARY | Describing clothes | Read the text messages. Then listen and repeat.



A

On our way to a wedding. Sophia's a bridesmaid. She's got on a floor-length **evening gown** in **solid** hot pink. It's a little **low-cut**, but not too revealing.

I'm in a **tux**.* Will send pics in a bit.

*tux = tuxedo



B

On my way to the Museum Charity Ball. Sending a pic of me in my **cocktail dress**. It's **strapless**, short, and **clingy**—very chic, I think.

Dad admitted it was none of his business, but he thought it was a little revealing. Mom thought the blue and green abstract **print** was gorgeous and said the dress was totally appropriate. Tell me honestly what you think, OK?

C

On our way to an "anti-fashion" parade! I'm wearing **striped** pajamas and a floral-print scarf, and Liam is wearing a **checked** tank top and **plaid** shorts.

We have on matching **polka-dot** masks. We're a masterpiece. Gonna win first prize.



And remember:

short-sleeve	loose
long-sleeve	tight
sleeveless	modest

Also:

sweater	blazer
V-neck	sweatpants
crewneck	sweatshirt
turtleneck	casual shirt
cardigan	dress shirt
polo shirt	blouse
jeans	khakis
T-shirt	shorts
slacks	

B LISTEN FOR DETAILS | Listen to the conversations. Circle the letter of the illustration that answers the question.

1 Which outfit will she wear for her presentation?

(a)  b  c 

2 Which outfit does the man think is attractive?

a  (b)  c 

3 Which tie will the young man buy?

(a)  b  c 

C PAIR WORK | Take turns describing the items in Exercise B. Your partner identifies the items you describe. Use adjectives from the Vocabulary.

PRONUNCIATION LESSON p. 134
Linking sounds

LESSON 1 Describe clothing details and formality

A VOCABULARY

Suggested time: 10 minutes | Your time:

- To warm up, have Ss first look at the pictures without reading the text. Ask them to predict where the people might be going. (For example: The couple in picture A look like they're going to a very formal event. The woman in picture B might be going to a party. The couple in picture C look like they're going to a costume party.)
- Point out that each message begins with *On our / my way*. Elicit that this idiom means you have started going somewhere or you're about to arrive somewhere.
- Have Ss read the text messages. Then have them listen and repeat the vocabulary.
- Call on volunteers to read the items in the **And remember** and **Also** boxes.

LANGUAGE NOTES

- Picture B: *Chic* means very fashionable and showing good judgment of what is in style. *Abstract* in design refers to shapes and patterns that do not look like real people or things.
- Picture C: A *floral print* is fabric with pictures of flowers. A *masterpiece* is a work of outstanding artistry or skill.
- **Also** box: The word *V-neck* can be used as a noun that is an abbreviation of *V-neck sweater*, or it can be used as an adjective before *dress* or *T-shirt*.

EXTENSION (+5 minutes) Ask, *Do you often send photographs of yourself when dressed up?* Have Ss work in pairs to share a photo from their phone showing themselves or a friend dressed up. They should describe in detail what they are wearing. Refer Ss to the adjectives list and clothing list in Exercise A.

CHALLENGE (+5 minutes) Write on the board: *Where am I going?* Have Ss create scenarios such as in the first text message in Exercise A. Tell them to think up outfits and write in detail what they've got on but not say where they are going. Then bring the class together and have Ss read the clothes description for the class to guess where he or she is going. Have them refer to the vocabulary in Exercise A.

B LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- To warm up, if time allows, Ss can use the vocabulary from Exercise A to describe the various pictures. (For example: Item 1: a) navy jacket and skirt, abstract-print blouse; b) floral-print dress and blue jacket; c) blue V-neck dress and floral-print scarf)
- Have Ss read the question for each item.
- Play the audio. Pause after each conversation to allow Ss time to choose an answer.
- Then have Ss listen again to check their work.
- To check comprehension, ask: *Who are the people in each conversation?* (Conversation 1: two colleagues; Conversation 2: a teenager and his parents; Conversation 3: a teenager and a salesperson)

EXTENSION (+5 minutes) Go over additional unknown vocabulary from the Exercise B conversations. Refer to the Language Notes below. Invite Ss to try using these words or phrases in sentences.

LANGUAGE AND CULTURE

- *Run something by someone* means to tell them about it to see if they think it is a good idea.
- The word *cute* is often used to talk about clothing and outfits. It means pretty or attractive.
- A *high neck* refers to the neckline on a dress or other piece of clothing.
- *Classy* means stylish and sophisticated.
- *Smashing* means wonderful or great.
- A *prom* is a formal dance party in the U.S. for high school students in their third or fourth year, often held at the end of a school year.
- To say something *is an epidemic* means it is increasing or spreading quickly.

EXTENSION (+5 minutes) Write on the board: *Prom.* Start a class discussion. Ask, *Is there a similar tradition in your culture of a dance at the end of high school? If yes, did you attend? Do people dress formally? What did you wear?*

C PAIR WORK

Suggested time: 10 minutes | Your time:

- In pairs, have Ss take turns describing the clothes and guessing.
- Assist as needed. Write on the board words such as *floral-print* and *low-cut* to help identify some of the items of clothing.

EXTENSION (+5 minutes) Divide the class into pairs. Have Ss describe clothing that a person in class is wearing, without identifying the person. The partner will guess who is being described. Encourage Ss to avoid pronouns to make it more difficult. Model an example. Say, *This person is wearing a [plaid] shirt and a [solid] [black] [V-neck].*

PRONUNCIATION LESSON (optional, page T134)

D ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- In pairs, Ss discuss their opinions of the fashions.
- Encourage Ss to say more than just *I like this* or *I don't like this*. Model an example. Say, *I love the third woman's clingy evening gown. I think it's really elegant.*
- Tell them to recycle the vocabulary from this unit.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Say *I mean* to elaborate on a prior statement or question
- Use *Actually* to assert a point of view
- Say *I think that might be* to gently warn that something is inappropriate
- Acknowledge someone's good advice with *I'm so glad I asked, Thank goodness I asked,* and *It's a good thing I asked*

- Have Ss look at the photo and speculate where the woman and man are and what they are doing.
- Direct Ss' attention to the **Formality** list. Point out that the sets of words are opposites. Ask, *What is the opposite of* dressy? (casual)
- Have Ss read and listen to the conversation.
- To check comprehension, ask:
  What event are both these people attending? (a reception)
  Who has more information about the event: the woman or the man? (the man)
  What does the woman ask the man? (how formal it will be)
  What does she want to wear? (a blouse and slacks)
  Does the man think this is appropriate? (No, he thinks that she will be underdressed.)
  What will the woman probably wear to the reception? (a cocktail dress)
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and 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 *What would you like to know?*, *How formal will it be?*, and *How would that be?*
  - use rising intonation for *Can I ask your advice about the reception this weekend?*
  - use emphatic stress on *I mean* and *Actually*.
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Form pairs. Instruct Ss that they will use the model in the Exercise A Conversation Model to role-play their own conversation with a partner.
- Ask a volunteer to read the words in **Recycle This Language**. Encourage Ss to incorporate these words into their conversation. Refer Ss back to the Vocabulary on pages 35 and 36.
- Have Ss brainstorm kinds of events to ask about, such as a dinner party, a wedding, a class picnic, or a sales meeting.
- In pairs, have Ss role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using new ideas, before working with a new partner.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

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

✓ using vocabulary to describe clothes and fashion
✓ commenting on clothing details and formality

OPTION Use the Unit 4 Energizer Worksheet (see Printable Resources in the Portal).

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

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Say, *Pretend you are dressed to go somewhere. Write a text to a friend, like the people did on page 36, Exercise A. Describe what you look like. You can ask for feedback on your outfit and offer to send a selfie.* Collect the papers and read them to identify areas for review and extra practice.

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

D ACTIVATE VOCABULARY | With a partner, discuss your personal opinions about these fashions. Use the Vocabulary from Exercise A and the adjectives from Exercise G on page 35.



COMMUNICATION ACTIVATOR

Now let's describe clothing details and formality.

A CONVERSATION MODEL | Read and listen.

A: Can I ask your advice about the reception this weekend?
B: Sure. What would you like to know?
A: I'm a little unsure about the dress code. I mean, how formal will it be?
B: Actually, it's supposed to be on the formal side.
A: I've been thinking of a nice dressy blouse and a pair of solid gray dress slacks. How would that be?
B: I think that might be a little underdressed. Most women will probably be in something a little dressier—maybe even in a cocktail dress.
A: Thanks. That's very helpful. I'm so glad I asked.

Formality
- overdressed
- on the formal side
- dressy
- underdressed
- on the informal side

Social language
Acknowledge someone's advice with:
I'm so glad I asked.
Thank goodness I asked.
It's a good thing I asked.



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

C IN YOUR OWN WORDS | Create your own conversation about formality at a different kind of event. Ask about specific clothes, using clothing and adjectives from the Vocabulary. Start like this: *Can I ask your advice about . . .?* Be sure to change roles and then partners. (Option: Use the Unit 4 Energizer Worksheet.)

KEEP TALKING! ●●●
- **Ask more questions about the event.**
- **Provide details about the clothes.**
- **Make a decision about what to wear.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

trendy	subdued
funky	loud
classic	appropriate
elegant	inappropriate

2 COMMUNICATION GOAL

Talk about the kind of clothes you buy

A GRAMMAR CLOSE-UP | Read the article about the history of ready-to-wear clothes. Notice the featured grammar.

Ready-to-wear *or* Tailor-made?



Do you know your clothing sizes? Of course you do. But would you be surprised to learn that clothing didn't always come in sizes? Here's some history:

Before the mid-19th century, most people around the world bought factory produced fabrics and made clothing for the entire family at home. By the 1850s, easy-to-use clothing patterns became commercially available, and sewing machines were standard in many homes, enabling the majority of people to make clothes quickly and efficiently for themselves. But as more and more women joined the workforce, fewer and fewer people continued to make their own clothes.

Although the vast majority of clothes purchased in the industrialized world today are ready-to-wear, tailors and dressmakers in almost every country continue to make clothes to measure for the fortunate few people who can afford a little luxury. And patterns remain popular with a great number of people—those who enjoy creating something unique, others who are thrifty, and a growing number of true artisans who make handmade clothes as a craft.

That said, there are plenty of places where tailor-made clothes are the standard rather than the exception. In the Republic of the Congo, tailor Patrick Ondze claims that most Congolese people have at least a dozen tailor-made outfits, which makes tailoring a great occupation there.



B DRAW CONCLUSIONS | Do you think tailoring and dressmaking are a dying art? Discuss with a partner.

C GRAMMAR | Quantifiers: review and expansion

Some quantifiers can only be used with singular count nouns.

one blouse	**each** woman	**every** child

Some quantifiers can only be used with plural count nouns.

a few dresses	**both** tuxedos	**a pair of** flats
many tailors	**several** boys	**a number of** styles
a couple of shirts	**at least** four shirts	**a majority of** designers

Some quantifiers can only be used with non-count nouns.

a little excitement	**much** interest	**a great deal of** trouble
less music	**a bit of** fear	**a great amount of** elegance

Some quantifiers can be used with both count and non-count nouns.

Count nouns	Non-count nouns
no children	**no** education
some / **any** evening gowns	**some** / **any** debt
a lot of / **lots of** windbreakers	**a lot of** / **lots of** style
a third of the classrooms	**a third of** the money
plenty of young women	**plenty of** criticism
most problems	**most** sleepwear
all traditional dressmakers	**all** cash
more ties	**more** food
more and more men	**more and more** entertainment

Note: The quantifier a majority of can also be used with singular count nouns that include more than one person. Use a third-person singular verb.

A majority of the population **buys** ready-to-wear clothes.

GRAMMAR EXPANDER p. 121

- Quantifiers: a few and few; a little and little
- Quantifiers: using of for specific reference
- Subject-verb agreement of quantifiers followed by of

LESSON 2 Talk about the kind of clothes you buy

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the article title. Ask, *What do you think* ready-to-wear *means?* Encourage Ss to interpret it literally. (something you can wear right away) Then ask, *What is a* tailor? (a person who makes clothes that are measured to fit each customer perfectly)
- Ask Ss to look at the images. Call on volunteers to identify the items on the right. (a sewing machine, a tape measure, a model or mannequin, fabric, scissors, thread) Ask, *Where would you find these items?* (at a tailor's)
- Have Ss read the text. Play the audio if appropriate. To check comprehension, ask:
  Where did most people get clothing before the mid-19th century? (They made it themselves.)
  What allowed the majority of people to make their own clothes in the 1850s? (Most people owned a sewing machine.)
  What happened as more and more women joined the workforce? (Fewer people made their own clothes.)
  Is the vast majority of clothing people purchase today ready-to-wear or tailor-made? (ready-to-wear)
  Why do only a few people buy tailor-made clothes? (because they are expensive)
  Other than tailors, who else still uses patterns to sew clothes? (people who like to create unique clothes, people who are thrifty, and artisans who sew clothes by hand as a craft)
  Where in the world are tailor-made clothes standard? (the Republic of the Congo)

LANGUAGE NOTES

- A *pattern* is a shape used as a guide for making clothes. It is typically a thin piece of paper used when cutting material to make clothes.
- *Make something to measure* means to specifically make it to fit a particular person.

B DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Read the directions. Write *dying art* on the board and elicit the meaning. (a skill that is no longer practiced very widely and may soon stop existing)
- Invite Ss to discuss the question with a partner. Direct them to the second paragraph that indicates who still practices this art. Tell them to base their conclusions on the text, but encourage them to share other thoughts on the topic as well.
- Bring the class together and have pairs share the conclusions they drew.

LANGUAGE AND CULTURE Television reality shows that have contestants compete to create fashion designs could be said to be helping keep the art alive.

C GRAMMAR

Suggested time: 15 minutes | Your time:

- To present the use of quantifiers with singular count nouns, write on the board:
  One manager never wears business casual.
  Every company has a different dress code.
  Point to the underlined noun in each sentence and ask, *What do these nouns have in common?* (They are singular count nouns.) Then have Ss identify the quantifier in each sentence. (One, Every) Read the first rule.
- To present the use of quantifiers with plural count nouns, write on the board:
  Many office workers wear a suit and tie.
  A number of people prefer business casual.
  Point to *office workers* and *people* and ask, *What do these nouns have in common?* (They are plural count nouns.) Then have Ss identify the quantifier in each sentence. (Many, A number of) Read the second rule.
- Have Ss read the **Note**. Write on the board: *A majority of the staff ___ casual clothes.* Have Ss complete the sentence with the correct form of a verb of their choice. Go over the answer as a class. (For example: wears / prefers)
- To present the use of quantifiers with non-count nouns, write on the board:
  A great deal of interest was shown by all employees.
  A little productivity goes a long way.
  Point to *interest* and *productivity* and ask, *What do these nouns have in common?* (They are non-count nouns.) Then have Ss identify the quantifier in each sentence. (A great deal of, A little) Read the third rule.
- To present the use of quantifiers that can be used with both count and non-count nouns, write on the board:
  Some employees are in favor of change.
  Some formality is preferred.
  Point to *employees* and *formality*. Ask, *What is the difference between these nouns?* Elicit from the class that *employees* is a plural count noun, while *formality* is a non-count noun. Read the fourth rule.

LANGUAGE NOTE *A few* and *a little* mean *some*. *Few* means *not many* and *little* means *not much*. In British English, *majority* is a plural noun.

GRAMMAR EXPANDER (optional, pages T121–123)

D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Ask, *What noun is the quantifier used with?* (men) Make sure that Ss understand that *Most* is correct because *Much* can't be used with count nouns. Ask a volunteer to read the example explanation.
- For each item, have Ss identify the noun and decide whether it is a singular count noun, plural count noun, or non-count noun. Then have them circle the quantifier.
- In pairs, have Ss explain their choice of quantifier by referring back to the rules in the grammar chart. Go over the answers as a class.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Ask, *What noun is the quantifier used with?* (outfits) Ask, *Which quantifier can't be used?* Ask a volunteer to read the example explanation.
- For each item, have Ss identify the noun and decide whether it is a singular count noun, plural count noun, or non-count noun. Then have them complete the exercise.
- In pairs, have Ss explain their choice of quantifiers by referring back to the rules in the grammar chart. Go over the answers as a class.

CHALLENGE (+10 minutes) Write on the board: *fast fashion*. Invite Ss to deduce the meaning. (low-cost clothes mass-produced in response to the latest trends) Ask, *Do you typically invest in quality clothing items that will last a long time? Or do you buy inexpensive clothing?* In groups, have Ss research fast fashion and its social and environmental impacts. Instruct Ss to write up facts the group finds. For example: *Researchers claim that in rich countries, the average item of clothing is worn fewer than ten times. Each year, more and more clothes are thrown away.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Tell Ss to complete the questionnaire individually.
- Clarify vocabulary as needed. If necessary, explain that *an article of clothing* is a piece of clothing.
- For the question about whether a family member or friend has ever made an article of clothing for them, prompt Ss to think of knitting, not just sewing.

LANGUAGE NOTE *Patterns* in the directions means habits, not patterns used to make clothing.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Call on volunteers to read the example answers.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Form groups. Encourage Ss to ask each other questions.
- Monitor Ss' conversations, encouraging Ss to use quantifiers. Assist as needed.
- Bring groups together to share their responses.

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

✓ using quantifiers to talk about the types of clothes they buy
✓ discussing ready-to wear versus tailor-made clothes
✓ making generalizations and predictions about the types of clothes people buy

EXTENSION (+10 minutes) Have Ss choose one of the **Keep Talking!** points to discuss further as a class. Alternatively, have groups write a paragraph giving their opinion on one of the points. Then have each group present to the class.

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper and write the numbers 1 to 8 vertically. Write these quantifiers on the board: *1. each, 2. all, 3. a majority of, 4. much, 5. a bit of, 6. a great amount of, 7. lots of, 8. plenty of.* Instruct Ss to write statements about clothing people make and buy using each quantifier. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional grammar practice in their digital resources.

D UNDERSTAND THE GRAMMAR | **Circle the correct quantifier. Explain your answer.**

> "Much can't be used with count nouns."

1 (Most / Much) men today buy ready-to-wear suits.
2 (A number of / A great deal of) trendy stores in the mall are just too expensive for me.
3 (All / Every) speaker at the meeting wore a skirt suit.
4 In our town there are only (a little / a few) tailors who still make suits.
5 A hundred years ago (less / fewer) women were in the workforce.

E GRAMMAR PRACTICE | **Circle the letters of all the quantifiers that can complete each sentence correctly. Explain your answer, based on the grammar chart.**

> "A great deal of is the only choice that can't be used with count nouns."

1 If people buy ..... classic outfits, they will always be well dressed and won't have to buy new clothes when fashions change.
(a) a lot of (b) several (c) a number of d a great deal of

2 I was surprised to learn that ..... clothes only come in one size.
a less (b) some c every (d) a lot of

3 In this city, there are ..... dressmakers who can make clothes that are much more elegant than the average ones you can buy.
(a) a number of (b) a few (c) plenty of d a little

4 ..... young people don't think much about how much clothes cost.
(a) Most b A great deal of c Every (d) A majority of

5 Since the program for the marketing meeting didn't specify the dress code, it's clear that ..... person must decide what to wear on his or her own.
a some (b) each (c) every d most

COMMUNICATION ACTIVATOR

Now let's talk about the kind of clothes we buy.

A TALKING POINTS | **Complete the questionnaire about your clothing purchasing patterns.**

Who chooses the clothes you buy?

Who buys them?

What kinds of clothes do you own?

○ 100% ready-to-wear
Why?

○ a mixture of ready-to-wear and tailor-made
Why?

○ mostly tailor-made
Why?

Has a family member or friend ever made an article of clothing for you?
○ Yes ○ No

If so, what was it / and who made it?
/

Have you ever made clothes for yourself?
○ Yes ○ No

If so, what was it or what were they?

If not, would you like to learn how? Why or why not?
○ Yes ○ No

B GROUP WORK | **In a group, compare your classmates' responses in Talking Points. Use quantifiers to summarize your classmates' ideas.**

> "A majority of students in the class choose their own clothes."

> "A few students in the class make some of their clothes themselves."

KEEP TALKING! ●●●

- **Say more about how you choose your own clothes.**
- **Discuss the advantages and disadvantages of ready-to-wear and tailor-made clothes.**
- **Predict whether tailor-made clothes will become more or less popular in the future.**
- **Say as much as you can.**

Watch the video for ideas!

3 COMMUNICATION GOAL

Examine questionable cosmetic procedures

Yes, the vampire facial is more questionable as it carries risks of infection.

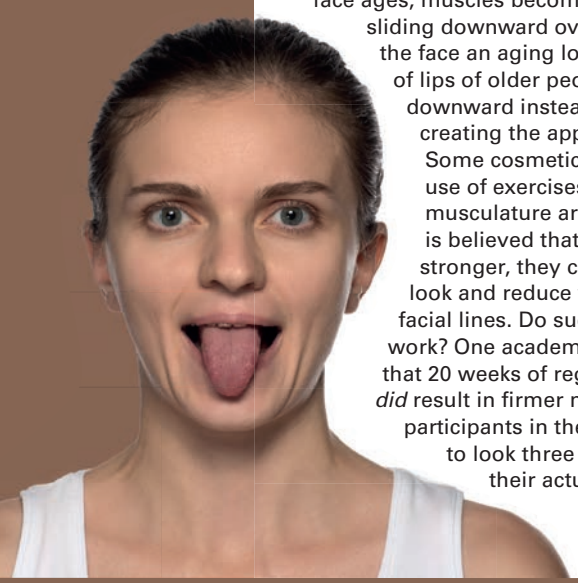
A READING | **Read about two kinds of facials. Is one more questionable than the other?**

THE QUEST FOR A YOUTHFUL APPEARANCE —
FOR **MEN** AND **WOMEN**



The desire to preserve facial youth and beauty is as old as history, going all the way back to the ancient world. Cleopatra of Egypt supposedly bathed in the milk of donkeys to stay young-looking, though the historical accuracy of that story isn't confirmed, and many people doubt that it's true. Nevertheless, to this day, milk is used widely in the manufacture of creams and soaps that are popular with both men and women.

Cosmetic treatments to improve the look of the face vary from the use of natural (although sometimes questionable or even dangerous) ingredients to somewhat more physical procedures, such as "face yoga" and "vampire facials." Face yoga is based on the principle that exercise strengthens muscles. As the face ages, muscles become weak and sag, sliding downward over time and giving the face an aging look. The corners of lips of older people tend to turn downward instead of upward, creating the appearance of sadness. Some cosmeticians promote the use of exercises to improve the musculature around the mouth. It is believed that if those muscles are stronger, they can restore a happier look and reduce wrinkles and other facial lines. Do such facial gymnastics work? One academic study showed that 20 weeks of regular facial exercises *did* result in firmer muscle tone, and participants in the study were judged to look three years younger than their actual age.



While a little facial exercise cannot be harmful, vampire facials, which are gaining in popularity worldwide, might not be so safe. A vampire facial, also known as a "blood facial" or "micro-needling," involves taking blood from a person's arm and either applying it topically (by rubbing it on the person's face), or injecting it with a needle into many places on the face. The "micro-injuries" caused by the needle pricks cause the body to rush to heal those injuries by secreting substances such as collagen and elastin, which fill in sagging skin, erasing lines.



Unfortunately, vampire facials present substantial risks if strict medical guidelines aren't observed. These trendy facials are widely available in spas and beauty salons where operators may reuse needles from one client to another or not properly sterilize them to kill bacteria. This can lead to infections, some of which could be life-threatening, such as HIV or hepatitis. However, when administered in a medical setting, such as a doctor's office, the risk is probably minor.

> *"Vampire facial? You've got to be kidding. The whole idea reminds me of that awful Twilight movie. Horrible idea!"*
> **Melanie Stroock,** *microbiologist*

The old saying "You've got to suffer for beauty" seems illustrated by the vampire facial. Though some claim the pain is justified by the results, others aren't so sure.

B UNDERSTAND FROM CONTEXT | **Complete the statements with words from the box.**

bacteria
sag
supposedly
firmer
questionable
wrinkles
youth

1 One reason for the popularity of facials is to maintain the appearance of *youth*.
2 Something that's widely believed though not known for sure is only *supposedly* true.
3 A belief that's *questionable* is one that's not necessarily accurate.
4 To hang in a downward direction is to *sag*.
5 The lines that appear on one's face as one gets older are called *wrinkles*.
6 Muscles that are exercised regularly become *firmer* over time.
7 Infections are caused by *bacteria*.

LESSON 3 Examine questionable cosmetic procedures

A READING

Suggested time: 15 minutes | Your time:

- Read the title of the article. Write *The quest for a youthful appearance* on the board. Elicit or explain that a *quest* is a long search for something that is difficult to find. Ask, *Do you think most people are on a quest for a youthful appearance?*
- Read the directions and the target question. Elicit or explain that usually a *facial* is a beauty treatment in which your face is cleaned and creams are rubbed into it.
- Have Ss preview the images. Ask, *What does the woman on the left appear to be doing?* (sticking her tongue out / exercising her face) *What is happening to the woman on the right?* (Someone is injecting something into her face.)
- Have Ss read the article. If appropriate, play the audio for Ss to follow along.
- As Ss read, tell them to underline information in the article that will help them answer the target question in the directions.
- Ask, *Why do you think there is an image of donkeys on the left?* (because Cleopatra supposedly bathed in donkeys' milk)
- Direct Ss' attention to the inset quote. Ask, *What is a different way to say* You've got to be kidding!*?* (You must be joking!) Ask, *Do you agree with the microbiologist? Does the vampire facial seem questionable to you?*

CHALLENGE (+5 minutes) In pairs, have Ss each summarize one of the facial procedures for their partner without referring to the Student's Book. Tell them to include as many details as they can remember. Listen and assist as needed. Then let Ss refer back to the article to note details they forgot. Alternatively, ask Ss to work in pairs to write summaries.

LANGUAGE AND CULTURE Vampires are fictional beings. They are said to be dead people who come back to life and suck people's blood by biting their necks. Books and movies about vampires have always fascinated people. For example, the 2008 film *Twilight* is about a teenage girl who has a relationship with a vampire. Four more films followed. Although the movie series was extremely popular, many film critics gave it a low rating.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Ask a S to read the words in the box on the right. Call on volunteers to identify the parts of speech. (*bacteria*: noun; *sag*: verb; *supposedly*: adverb; *firmer*: comparative adjective; *questionable*: adjective; *wrinkles*: noun; *youth*: noun)
- Say, *Scan the article to find the words and circle them.*
- Have Ss work individually to complete the statements.
- Bring the class together and go over the answers.

C IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss read the questions and choose the answers they think are true, without looking back at the article.
- Then, in pairs, have Ss find and underline the supporting details in the article. Monitor and assist as needed.
- Review answers as a class.

Answers for Exercise C (supporting information)

1. *The desire to preserve facial youth and beauty is as old as history, going all the way back to the ancient world.*
2. *. . . the historical accuracy of that story isn't confirmed, and many people doubt that it's true.*
3. *Face yoga is based on the principle that exercise strengthens muscles.*
4. *The corners of lips of older people tend to turn downward instead of upward, creating the appearance of sadness.*
5. *One academic study showed that 20 weeks of regular practice did result in firmer facial muscle tone, and participants in the study were judged to look three years younger than their actual age.*
6. *. . . either applying it topically by rubbing it on that person's face, or injecting it with a needle into many places on the face.*
7. *The "micro-injuries" caused by the needle pricks cause the body to rush to heal those injuries by secreting substances such as collagen and elastin . . .*
8. *This can lead to infections, some of which could be life-threatening, such as HIV or hepatitis.*
9. *However, when administered in a medical setting, such as a doctor's office, the risk is probably minor.*
10. *The old saying "You've got to suffer for beauty" seems illustrated by the vampire facial.*

D EXPRESS AND SUPPORT AN OPINION

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the saying in the last paragraph of the article.
- Have Ss discuss the questions with a partner.
- Bring the class together and poll Ss. Ask, *Who would consider getting a vampire facial? Has anyone gotten one or a similar unusual facial?*

EXTENSION (+10 minutes) Have Ss participate in a "for and against" debate about vampire facials.

Communication Activator

A TALKING POINTS

Suggested time: 15 minutes | Your time:

- Have Ss look at the headings of the ads. Ask, *Do any of these seem like questionable procedures?*
- Call on volunteers to read the rating system. Clarify that *I'd have to know more* means you would like to have more information before trying it. Give Ss a few minutes to read the ads and rate them individually.
- In pairs, have Ss compare ratings and discuss their reasons. Bring the class together and ask, *Would anyone try the tooth whitening? The tapeworm express diet? The fish pedicure? Do you think any of these procedures should be illegal?* Tell them that tapeworm diets are illegal in the U.S.
- Finally, direct their attention to the asterisk at the bottom of the tapeworm ad. Ask, *Do you think the risk is worth it?*

LANGUAGE NOTES

- Ad 1: *Pearly whites* is an informal term for teeth.
- Ad 2: *Don't knock it* means *Don't criticize it.*
- Ad 3: *Abdominal complications* are stomach problems, *meningitis* is an infection of the fluid around the brain, and *dementia* is a condition that involves memory loss.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Read the directions. Elicit or review that to *draw the line at something* means to put a limit on what you will do.
- Form small groups. Tell Ss they can use the three responses from Exercise A: *Looks (or sounds) good to me!; I'd have to know more; I wouldn't try it even if you paid me!*
- Monitor Ss' conversations.
- Bring the class together and have one representative from each group list the procedures the group spoke about. Discuss as a class and vote on which ones should be illegal.

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

✓ using vocabulary for discussing questionable procedures

✓ arguing effectively for their point of view

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Vampire facial, Tapeworm express diet, Fish pedicure.* Assign pairs one of the three questionable procedures and have them write 3–4 sentences giving their views. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

C **IDENTIFY SUPPORTING DETAILS** | **Write T (true) or F (false) about each of the statements. Then, with a partner, find supporting information in the article.** *See page T41 for supporting information.*

F 1 The use of procedures and techniques to maintain a youthful appearance has begun only recently.
F 2 It has been proven that Cleopatra used donkey milk baths as a skin care technique.
T 3 Face yoga is a form of exercise to strengthen facial muscles, improving their tone.
F 4 Sagging muscles give the corners of the mouth an upward direction, giving a person a happy appearance.
T 5 Research has shown that facial gymnastics can result in a somewhat more youthful appearance if practiced regularly.
T 6 There are two main ways to perform a vampire facial.
F 7 In a vampire facial, a needle injects elastin and collagen to heal the skin.
T 8 Using unsterile needles is one reason vampire facials can be dangerous.
F 9 Getting a blood facial in a doctor's office is very risky.
T 10 Vampire facials can be painful.

D **EXPRESS AND SUPPORT AN OPINION** | **Discuss the questions with a partner. Explain your reasons.**

1 Do you agree with the old saying that you have to suffer for beauty?
2 If you were sure it was safe and effective, would you consider getting a vampire facial?

COMMUNICATION ACTIVATOR

Now let's examine questionable cosmetic procedures.

A **TALKING POINTS** | **Read the ads and rate them. Discuss your ratings and reasons with a partner.**

✓ = Looks good to me!
? = Looks questionable. I'd have to know more.
✗ = I wouldn't try it even if you paid me!



STRAWBERRY TOOTH WHITENING

BASED ON SCIENCE

My secret to a perfect set of pearly whites? I brush with strawberries twice a day. Strawberries are a natural tooth whitener, and they taste a lot better than most toothpastes. And for an even more effective result, use the strawberry activator toothbrush, specially designed to hold an average strawberry.



My rating ○

TAPEWORM EXPRESS DIET

"I tried this diet and reached my ideal weight fast!"

Don't knock it if you haven't tried it. Under a doctor's supervision, you simply swallow a small pill. Within days, one or more tapeworms will absorb all the food you eat, resulting in extra-fast weight loss.* Once you have reached your ideal weight, the doctor will administer an anti-parasite pill, killing the tapeworm, which will pass out of your body harmlessly.

**Only for healthy individuals. The tapeworm express diet can cause abdominal complications, meningitis, and dementia.*



My rating ○

FISH PEDICURE

For the fastest and most efficient pedicure, don't depend on human hands. Let the fish do it fast. Tiny fish in the pedicure tank eat away dead skin on your feet, leaving them soft as a baby's bottom. Certified germ-free fish make fish pedicures safe and effective.



My rating ○

B **DISCUSSION** | **What specific dangerous, harmful, or questionable procedures have you seen or heard of? Where do *you* draw the line? (Option: Use the Unit 4 Soft SkillsBooster, p. 154.)**

4 COMMUNICATION GOAL Discuss appearance and self-esteem

A WORD STUDY | Compound words with self- | Read and listen. Then listen again and repeat. Use a dictionary to find two more nouns and two more adjectives with the prefix self-.

Nouns

self-confidence the belief that one has the ability to do things well
One can build one's self-confidence by developing skills and abilities.

self-esteem the attitude of acceptance and approval of oneself
High self-esteem can help a person succeed, and low self-esteem can hold one back.

self-image the opinion one has about one's own abilities, appearance, and character
A person's self-image is often hard to change.

self-pity a feeling of sadness about one's own troubles
Feelings of self-pity may interfere with a person's ability to succeed.

Adjectives

self-centered interested only in oneself
Babies and children start out life naturally self-centered, but as they grow up they begin to see others' needs as important too.

self-confident believing that one has the ability to do things well; not shy or nervous in social situations
Self-confident people often look calm and sure of themselves.

self-conscious worried about what one looks like or what other people think of one's appearance
If you overdress for an occasion, you will probably feel self-conscious.

self-critical tending to find fault with oneself
Self-critical people often feel their failures are more important than their successes.

B WORD STUDY PRACTICE | Complete each statement, using one of the compound words with self-.

1 I don't know why my sister is so *self-critical*. Her boss and her colleagues always tell her how good her work is.
2 I've heard that our *self-esteem / self-confidence / self-image* is built by good parenting.
3 No matter where I go or what I wear, I always feel *self-conscious* about how I look.
4 People who are *self-confident* don't spend their day worrying about everything they do. They just expect things to go well.
5 When everyone around us seems to treat us unfairly, it can lead to feelings of *self-pity*.
6 Norma is very *self-centered*. She never stops talking about herself and seems to ignore everyone around her.
7 A negative *self-image* can result from constantly being criticized for your clothes or your looks.

C LISTEN FOR MAIN IDEAS | Listen to a talk about body image. Then read the statements and choose the one that expresses its main idea.

- ☐ 1 The media presents images of what the ideal male should look like.
- ☑ 2 Males are increasingly developing a negative body image and suffering its consequences.
- ☐ 3 A large number of men exercise excessively and are on diets.
- ☐ 4 A negative body image can be caused by bullying, teasing, and teenage peer pressure to look strong.
- ☐ 5 It is well known that many women and girls suffer from a negative body image.



D LISTEN FOR DETAILS | Complete the statements, according to the information in the talk. Listen again if necessary.

1 According to the research described in the talk, having a negative body image has caused many young (men / women) to avoid being seen in revealing clothes.
2 According to one study, men and women are (equally susceptible to / not equally susceptible to) images of ideal body type portrayed in the media.
3 The media portrays the ideal male body type as (thin / tall) and muscular.
4 Excessive exercise and extreme dieting are ways people try to achieve (an ideal body shape / a healthy body).
5 People are born with a (healthy / negative) body image.
6 The influence of teenagers' friends is referred to as (image / peer) pressure.

LESSON 4 Discuss appearance and self-esteem

A WORD STUDY

Suggested time: 5 minutes | Your time:

- Have Ss listen to the words and study the definitions. Then have them listen and repeat.
- Point out that *self-* is a prefix that is used with many nouns and adjectives and that words with *self-* are always hyphenated.
- To show the change in meaning when the prefix *self-* is added to a word, write *image* on the board and define it as a class. (the way something is portrayed to the public; what you think someone or something is like or how it looks) Add the prefix *self-* and define it as a class. (how you see yourself) Note the change in meaning. Repeat with several other words from the list.
- Ask, *Which of the adjectives has a positive connotation?* (self-confident) *Which have a negative connotation?* (self-centered, self-conscious, self-critical)
- In pairs, have Ss use a dictionary to find two more nouns and two more adjectives with the prefix *self-*. Have them share the words and definitions with the class. (For example: nouns: *self-interest*, *self-discipline;* adjectives: *self-taught, self-employed, self-destructing, self-satisfied*)

OPTION (+10 minutes) Write these sentences on the board:
1. "I always make mistakes."
2. "I can do it!"
3. "I'm worried about how I look."
4. "Everyone should feel sorry for me."
5. "I'm as important as other people."
6. "I don't care much about what other people need."
In pairs, have Ss describe the person who made each statement using a noun or adjective from Exercise A. Go over the answers as a class (1. This person is self-critical. 2. This person is self-confident. 3. This person is self-conscious. 4. This person feels self-pity. 5. This person has high self-esteem. 6. This person is self-centered.)

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to read the sentences. Tell them to notice which ones require adjectives and which ones nouns. (Items 1, 3, 4, and 6 require adjectives. Items 2, 5, and 7 require nouns.) Note that more than one answer is possible for item 2.
- Have Ss complete the exercise, referring to Exercise A as needed.
- Have Ss compare answers with a partner.

C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask, *What is* body image? (how you see your body)
- Have Ss look at the picture. Ask, *What do you think this man's ideal body image is?* (muscular / having big muscles)
- Have Ss preview the main idea choices.
- Have Ss listen once for the main idea. Then have them listen again.
- Call on volunteers to read each statement. After each one, ask, *Is this information in the talk? Is it the most important information?* As a class, agree on the main idea. Encourage Ss to explain why it's the main idea.

LANGUAGE NOTES

- To *be bombarded by something* means to constantly have something directed towards you.
- A *buffoon* is someone who does silly things.
- *Susceptible* means easily influenced or harmed by something.
- *Internalize* means to accept an idea or belief so that it becomes part of your way of thinking.
- If it is *incumbent* upon you to do something, it is your duty to do it. This is a formal phrase.
- If one thing is *offset* by another, the effect of the first thing is reduced by the second.

D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss to preview the statements, marking in pencil answers they know already.
- Play the audio. Have Ss listen and answer the questions. If necessary, pause after each paragraph to help Ss locate the answers.
- Go over the answers with the class.

EXTENSION (+5 minutes) Write this quote from the talk on the board: *One in ten young men said they were afraid of being seen wearing gym clothes.* Ask, *Were you surprised to hear how many men suffer from negative body image?* In small groups, have Ss discuss. Then bring the class together and share.

E DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Review that *be susceptible* means to be easily influenced or harmed by something.
- Write on the board: *Do we need to change the media? Or do we need to change ourselves? Or do we need to do both?* In pairs or small groups, have Ss discuss the problem with the media's effect on people and their response to it. Challenge Ss to think deeply about the topic.
- Bring the class together and have Ss share insights.

Communication Activator

A SURVEY

Suggested time: 5 minutes | Your time:

- Call on Ss to read the statements in the survey. Then have Ss complete the survey individually.
- In pairs, have Ss explain their choices.
- To review as a class, ask, *Are women more or less self-conscious about their bodies and faces than men? Are women or men more likely to want to look like people in the media? In general, who is beauty more important to: men or women?* Have a few volunteers share their opinions with the class.

B TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the sample answers on the notepad.
- To model the activity, have a volunteer give an example of something that builds self-esteem. Then have another volunteer give an example of something that harms self-esteem.
- After Ss write their ideas individually, have them share their notes with the class. Write their ideas on the board. (For example: *Build self-esteem:* positive feedback from teachers, friends, or colleagues; positive self-image messages in the media; being confident in your abilities. *Harm self-esteem:* being criticized by your parents, teachers, or boss; bullying and teasing in childhood and adolescence; peer pressure to meet an ideal)

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Form groups of three. Have Ss discuss the questions. Refer Ss to the information on the board to answer questions 1 and 2. Then have them discuss the remaining two questions.
- Bring the class together and have Ss share insights. Write Ss' ideas for question 4 on the board. Invite Ss to respond and agree or disagree, supporting their opinions.

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

- ✓ discussing the complexities behind positive and negative body image
- ✓ analyzing the positive and negative factors that affect self-esteem
- ✓ correctly incorporating compound nouns and adjectives with *self-*

WRITING HANDBOOK (optional, page T144)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Do's and Don'ts to Boost Self-Esteem.* Tell Ss to write five tips. Instruct them to try to use compound words with *self-*. (For example: Be positive and self-confident. Don't compare yourself to other people and get self-conscious.) Collect the papers and read them to identify areas for review and extra practice.

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

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

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

E DISCUSSION | With a partner, discuss the ways in which men and women can become less susceptible to the images in the media and reject its influence on our self-esteem.

COMMUNICATION ACTIVATOR

Now let's discuss appearance and self-esteem.

A SURVEY | Take the survey. Then compare ratings with a partner.

Rate each statement about people in your country from 1 to 5.

		STRONGLY DISAGREE				STRONGLY AGREE
1	A lot of women are self-conscious about their bodies.	1	2	3	4	5
2	A lot of men are self-conscious about their bodies.	1	2	3	4	5
3	Most women are self-conscious about their faces.	1	2	3	4	5
4	Most men are self-conscious about their faces.	1	2	3	4	5
5	Almost all women want to look more like women in the media.	1	2	3	4	5
6	Almost all men want to look more like men in the media.	1	2	3	4	5
7	The majority of people have a positive body image.	1	2	3	4	5
8	The majority of people have high self-esteem.	1	2	3	4	5
9	All women think they need to be beautiful to be successful.	1	2	3	4	5
10	All men think they need to be good-looking to be successful.	1	2	3	4	5

B TALKING POINTS | Make a list of positive and negative factors that affect self-esteem.

Build self-esteem	Harm self-esteem
Your parents' love	*"Messages" in the media*

Build self-esteem	Harm self-esteem

C DISCUSSION | Discuss the following questions.

1. How can the positive factors in your Talking Points be encouraged?
2. Which of the negative factors in your Talking Points can be changed or corrected?
3. Do you think people who have high self-esteem have a better life than those with low self-esteem? Explain your opinion.
4. In an ideal world, what should one's self-esteem be based on? Explain your opinion.

WRITING HANDBOOK p. 144
- **Skill** Compare and contrast: review
- **Task** Write two paragraphs contrasting ideas

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe clothing details and formality.
- ☐ Talk about the kind of clothes I buy.
- ☐ Examine questionable cosmetic procedures.
- ☐ Discuss appearance and self-esteem.

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

Extend-It 2

1 Plan a MEETING VENUE

Work in small groups. Your international company or organization plans to hold a meeting in your country attended by your overseas colleagues. You have been assigned to plan the venue and dates. Discuss and make planning notes.

Location ideas
- A mountain resort
- A beach town
- A city hotel

PLANNING NOTES
Company or organization's name:
Our mission:
Recommended meeting location and reasons:
Recommended meeting dates and reasons:

Company or organization's name: *Animal Rescue League*

Our mission: *To ensure that all animals have a safe and healthy place to live*



Take turns presenting each group's proposal to the class. Ask and answer questions. After all groups have presented, vote for the best proposal. The winning group will play the role of meeting hosts in Activities 2 and 3. All other classmates will play the role of visitors.

We suggest scheduling the meeting in April. The average temperatures are very comfortable then.

But don't you think there might be too much rain in April?

2 Represent your country

Divide into your groups of hosts and visitors.

HOSTS: Using your first-hand knowledge and other resources, collect information about this country's traditions and culture. Discuss and write notes on the notepad.

VISITORS: Form groups and choose a "country of origin" for your group. Find information about that country. Discuss and write notes about your country of origin on the notepad.

Possible countries of origin
- Australia
- Canada
- Germany
- India
- Italy
- Malaysia
- Poland
- Sweden
- The United Kingdom
- The United States

Name of country:

Geography:

Things to do or see:

Greeting customs:

Small talk:

Dress codes:

Manners:

Customary roles of men and women:

Other traditions:

Extend-It 2

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

1 PLAN A MEETING VENUE

Suggested time: 20 minutes | Your time:

Note: In Activities 1 and 2, Ss plan an international company meeting between a group of hosts and visitors from different countries. Activity 3 involves Ss role-playing hosts and visitors at a dinner party.

- Read the first part of the directions. Clarify that a *venue* is a place where an organized meeting takes place. Ask a S to read the list of **Location ideas**.
- Call on volunteers to read the headings in the planning notes chart. Elicit or explain that a company's *mission* is a short explanation of its purpose and reason for existing. Call on a volunteer to read the sample planning notes on the right. Elicit or give additional examples.
- In groups, have Ss decide on their company or organization and mission, as well as the best locations and dates for their meeting, and then complete the planning notes. Tell them they can look up examples of mission statements before writing their own.
- Bring the class together. Read the next part of the directions. Ask two volunteers to read the example conversation. Tell Ss to notice the construction *We suggest schedule + -ing*.
- Groups take turns presenting their meeting proposals to the class and answering questions. Once each group has presented, the class will vote on the best proposal. The winning group will play the meeting hosts and the other groups will play the visitors in the activities that follow. If the class is unable to choose a winning group, you can help them decide.

OPTION Ss can write the topics and notes on a flipchart or on the board.

2 REPRESENT YOUR COUNTRY

Suggested time: 30 minutes | Your time:

- Read the first sentence of the directions. Call on a volunteer to read the list of **Possible countries of origin**. Form groups of hosts and visitors. Make sure Ss understand that each group of visitors must come from the same country. Encourage them to choose a country from the list.
- Go over the categories on the notepad. Call on Ss to read them and elicit examples. Invite Ss to give examples from their own culture. (For example: *Greeting customs:* When you greet, you shake hands and make eye contact. *Small talk:* People usually talk about their families, work, and the weather. *Dress codes:* Work clothing is pretty casual. *Manners:* Everyone is typically polite and respectful. *Customary roles of men and women:* Men and women are treated pretty equally.)
- Tell each group to read the directions that apply to them. Instruct each group to choose one person to take notes. Let Ss look online if they need information about the countries.

OPTION If time is limited, have the host groups and the visitor groups finish up their research and / or notes outside of class. Ss can meet online for this.

3 ATTEND A DINNER PARTY

Suggested time: 40 minutes | Your time:

- Invite Ss to look at the images. Ask, *What do you see?* (a buffet, or a meal made up of various dishes where guests serve themselves)
- Ask, *Have you ever hosted a dinner party?*
- Read the first part of the directions. The hosts discuss typical dishes of the host country and vote on two items for each of the meal categories. This will be the food that is served at the buffet. The visitors research typical dishes of the country of origin that they chose in Activity 2 and choose two items for each category. They will talk about these dishes at the meal. Monitor and assist.
- Read the second part of the directions. If necessary, clarify that *mingle* means to move around a room and talk to a lot of different people. Tell Ss that hosts and visitors will role-play the dinner party. Call on volunteers to read the list of **Small talk ideas**. Tell hosts and visitors that they will first talk about the buffet food and how it compares to the food from the guests' country of origin. Then they can engage in other small talk.
- Monitor as Ss role-play. Make sure everyone is conversing with someone. Encourage anyone who is not talking to join a group and ask and answer questions. Take notes as Ss talk to offer feedback at the end.
- Bring the class together and comment on the role play. Give feedback on interaction styles and topics discussed, as well as on language.

3

ATTEND A

DINNER PARTY

The meeting hosts and visitors have been invited to a casual "welcome" dinner buffet at a local restaurant. Prepare for a discussion about foods at the party and popular foods in your OWN countries.

HOSTS: In your group, discuss your favorite typical foods from this country. Vote on at least two for each serving plate. Write the names on the plates.

VISITORS: In your groups, find information about the foods of your group's country of origin and write the names of popular dishes on the plates.



Role-play the dinner party. Mingle with the other attendees and make small talk. HOSTS: Tell the visitors about the foods on the buffet. VISITORS: Make comparisons with the foods of your own countries.

Small talk ideas

- Ask about each other's offices or professional activities.
- Talk about your families.
- Compare the geography, customs, traditions, and holidays of your countries.
- Suggest local activities and attractions.
- Invite your colleagues to visit your country with their family or friends.

UNIT 5

Community

PREVIEW

Possible answer:
The problem is littering and how people think someone else will clean up after them. They decide to organize a volunteer clean-up crew.

A PUBLIC CONDUCT | **Listen to two men discuss a problem in their neighborhood. What's the problem and what do they decide to do about it?**

B ZOOM-IN | **Read and listen to two women discuss their neighborhood. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Cathy = American English (standard)
Solange = Portuguese

Cathy: Are you our new next-door neighbor?
Solange: I guess so! I hope you don't mind my putting our stuff here in the hallway for a bit. We're still moving in.
Cathy: Not at all. By the way, I'm Cathy. Welcome to the building!
Solange: Thank you . . . Solange.
Cathy: Nice to meet you, Solange. Listen, it's none of my business, but I noticed that your van is parked illegally in front of the building. I'd hate for you to get a ticket.
Solange: I was wondering about that. What should I do?
Cathy: No worries. There's a spot in the back by the freight elevator. If I were you, I'd park there.
Solange: Thank you! I'll get my husband to move it. Have you been living here very long?
Cathy: Oh, I'd say . . . twelve years or so.
Solange: Wow. So I suppose you're pretty happy here.
Cathy: Actually, we are. The building's well taken care of. And everyone looks out for each other.
Solange: Well, the neighborhood seems safe.
Cathy: It definitely is. But it wasn't always that way.
Solange: What do you mean?
Cathy: When we first moved in, it was a little sketchy.* Everyone in the building pretty much kept to themselves. We didn't know anybody. And the streets were scary at night.
Solange: Scary?
Cathy: Right. There was practically no street lighting. Either you didn't go out at night, or you only went out if someone was willing to go with you. But it's totally changed since then.
Solange: Well, that's good to hear.
Cathy: Hey, why don't you stop by for a cup of coffee when you're finished? I can tell you all about it.
Solange: I'd love that!



*sketchy = informal term for not good or questionable. Used for places, people, or situations

C UNDERSTAND FROM CONTEXT | **With a partner, discuss the meaning of the featured words and phrases in Zoom-In. Then paraphrase the statements.** *Possible answers:*

1 I'd hate for you to get a ticket. *I don't want you to get a ticket.*
2 I'd say twelve years or so. *I'd say it's about twelve years.*
3 The building's well taken care of. *The building's well maintained.*
4 We look out for each other. *We watch over each other.*
5 They keep to themselves. *They don't socialize with others.*
6 You should stop by when you're finished. *You should come visit when you're finished.*

D THINK AND EXPLAIN | **Discuss the questions. Explain your views.**

1 What does Solange think might bother Cathy? Why might it bother her?
2 Why does Cathy say "it's none of my business" before telling her about the van?

E LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

F DISCUSSION | **How does your neighborhood compare to Cathy's description of her neighborhood?**

Unit 5 Community

PREVIEW	Students listen to a conversation about littering, read a conversation about a neighborhood, and complete a questionnaire about their neighborhood.	
LESSON 1 **Politely ask someone not to do something**	***Word Study***	Adjectives with negative prefixes: *un-*, *in-*, *im-*, *dis-*, *ir-*, and *il-*
	Grammar	Possessive gerunds
LESSON 2 **Describe annoying public conduct**	***Vocabulary***	Inconsiderate behavior
	Grammar	Paired conjunctions
LESSON 3 **Talk about ways to address community problems**	***Vocabulary***	Neighborhood amenities
	Listening skills	Listen to confirm content; Listen for point of view; Listen to summarize
LESSON 4 **Discuss the impact of infrastructure on people's lives**	***Reading skills***	Understand from context; Scan for information

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

Preview

A PUBLIC CONDUCT

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation. To check comprehension, ask:
  What does tick off *mean?* (to annoy)
  What word is used to describe the man who threw the bottle out the window? (self-centered)
  What does a *totally unlivable neighborhood* mean? (one that's impossible to live in)
- In pairs, have Ss discuss the questions in the directions.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the images and predict what the conversation will be about. (someone moving into a new home)
- Read the directions. Allow Ss to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  How does Solange know that Cathy must be happy living there? (because she has lived there for 12 years)
  Was the neighborhood always as nice as it is now? (No, Cathy says it used to be sketchy.)

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- In pairs, have Ss discuss and paraphrase.
- Go over the answers. Call on Ss to share their sentences.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss the questions.
- Bring the class together to review answers. Ask, *How would the conversation be different if Solange had replied* It's none of your business *to Cathy's remark about the parking rules?* (It would be considered rude.) Ensure Ss understand that *It's none of my business* is a polite way of saying you don't want to interfere in other people's lives.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Assist as pairs work.
- To review, have them share their sentences with the class.

F DISCUSSION

Suggested time: 5 minutes | Your time:

- In pairs, tell Ss to first underline Cathy's description of what the neighborhood was like in the past and what it's like now. Then have them make comparisons to their own neighborhoods.
- Bring the class together and have Ss share.

G TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss complete the questionnaire individually.
- Monitor and clarify vocabulary as needed.
- In pairs, have Ss compare answers.
- Bring the class together. Ask, *Did anyone include* Other *answers?* Call on Ss to share.

LANGUAGE NOTES

- Item 2: *Bustling* means busy.
- Item 3: The adjectives *safe* and *secure* and the nouns *safety* and *security* are often used interchangeably to describe a feeling or state of being free from danger, with no significant difference in meaning. However, in the compound noun *security guard*, the word *security* refers to the act of making something safe or secure. The noun *safety* is less frequently used in that context.
- Item 4: *Amenities* are features that make somewhere a good place to live, such as parks, playgrounds, public transportation, and so on.
- Item 5: *Densely populated* means that a lot of people live in a location.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Ask Ss to look at the pictures. Ask, *What does the first photo show?* (a bustling city) *The second photo?* (a suburb) *The third photo?* (a village surrounded by hills and forest) Have Ss notice the heading above each photo.
- Have Ss work individually to fill in the *pros* and *cons* for the three environments.
- Then tell Ss they will compare opinions with a partner to see if they prefer the same type of environment. Ask a volunteer to read the example answer.
- Encourage Ss to give reasons for their answers. Remind them to use words and phrases from Talking Points and the Zoom-In conversation.
- Bring the class together and poll the class to determine the preferred environment.

OPTION (+5 minutes) Make Ss aware that something that is an advantage for one person could be a disadvantage for another person. Ask an individual S, *What did you write down as a pro for an urban area?* (For example: There are a lot of people.) Then ask, *Did anyone have [There are a lot of people] as a con?* Elicit similar answers for all the areas. Encourage discussion.

EXTENSION (+5 minutes) Write on the board: *urban, suburban, rural.* As a class, identify what type of environment the school is in. Then name neighboring communities: suburbs, small towns, and cities. If possible, refer to a map or sketch a map on the board. If appropriate, have Ss identify where they live.

OPTION (+5 minutes) Write on the board: *I could never live in . . .* Invite Ss to share which environment they couldn't imagine living in. (For example: I could never live in a small town. I would die of boredom. I need amenities such as a mall and a fitness center.)

TEACHING TIP When teaching discussing pros and cons, encourage Ss to use appropriate transitions. Write on the board: *On the one hand . . . on the other hand, in contrast, while, whereas, however*. Note that these kinds of transition structures are introduced in the Unit 4 Writing Handbook, page 144. Go over synonyms for *pros* and *cons* as well: *advantages / disadvantages; plusses / minuses; positives / negatives*.

UNIT 5
COMMUNICATION GOALS

Lesson 1 Politely ask someone not to do something
Lesson 2 Describe annoying public conduct
Lesson 3 Talk about ways to address community problems
Lesson 4 Discuss the impact of infrastructure on people's lives

G TALKING POINTS | Complete the questionnaire about the neighborhood you live in. Then compare responses with a partner.

1 Which of the following best describes your neighborhood?
- ◯ Most residents live in private homes.
- ◯ There's a mix of private homes and apartment buildings.
- ◯ There are mainly high-rise apartment buildings.
- ◯ Other: _____

2 Which of the following best describe your neighborhood? Choose all that apply.
- ◯ It's peaceful and quiet.
- ◯ It's lively and bustling with activity.
- ◯ There's a lot of traffic and noise.
- ◯ It's friendly. People always say hello to each other.
- ◯ People tend to keep to themselves.
- ◯ Other: _____

3 Which statement best describes the level of safety in your community?
- ◯ It's very safe, with practically no street crime.
- ◯ There's some crime, but lots of places have security guards.
- ◯ It isn't very safe or secure.
- ◯ Other: _____

4 Which statements best describe the level of access to amenities in your neighborhood? Choose all that apply.
- ◯ There's easy access to public transportation.
- ◯ There are hospitals or health clinics nearby.
- ◯ There are a variety of small businesses such as hair salons, cleaners, etc.
- ◯ There are a variety of choices for entertainment.
- ◯ There are some nice parks.
- ◯ Shopping for groceries is very convenient.
- ◯ Other: _____

5 Where is your neighborhood located? Look at the pictures below.
- ◯ in a densely populated urban area
- ◯ in a medium-sized urban area
- ◯ in a quiet suburb located just outside a city
- ◯ in a small rural town far from city life
- ◯ Other: _____

START TALKING

PAIR WORK List some pros and cons of living in each type of environment. Then compare opinions with a partner, using words and phrases from Talking Points and Zoom-In.

> "In a suburban or rural area, I'd say people look out for each other more than they do in an urban area."

AN URBAN AREA
✓ pros
✗ cons



A SUBURBAN AREA
✓ pros
✗ cons



A RURAL AREA
✓ pros
✗ cons



1 COMMUNICATION GOAL Politely ask someone not to do something

A WORD STUDY | Adjectives with negative prefixes: un-, in-, im-, dis-, ir-, and il- | Read and listen. Then listen again and repeat.

Adjectives with negative prefixes can also be expressed with the negative adverb not, with no difference in meaning.

1 It's **un**acceptable. = It's not acceptable.
2 He's **in**considerate. = He's not considerate.
3 She's **im**polite. = She's not polite.
4 That's **dis**respectful. = That's not respectful.
5 They're **ir**responsible. = They're not responsible.
6 It's **il**legal. = It's not legal.

B PAIR WORK | Use a dictionary or a search engine to find these adjectives with negative prefixes.

1 courteous *discourteous*
2 excusable *inexcusable*
3 imaginable *unimaginable*
4 honest *dishonest*
5 pleasant *unpleasant*
6 rational *irrational*
7 mature *immature*
8 helpful *unhelpful*
9 secure *insecure*

C ACTIVATE NEW WORDS | Using five different adjectives from Exercises A and B, write statements that describe inappropriate public conduct. Then, with a partner, compare and explain your opinions.

1 .....
2 .....
3 .....
4 .....
5 .....

1 *It's disrespectful to put your feet on the seats of a train.*



D GRAMMAR | Possessive gerunds

You can use a possessive gerund when you want to indicate the performer of an action.

I'm not happy about **my neighbor's playing** loud music late at night.
Their texting during the concert was really embarrassing.
Doesn't **his talking** during the movie annoy you?
What bothered me was **her not apologizing** for her rudeness.

In informal English, speakers often use a name, a noun, or an object pronoun instead of a possessive.

I'm not happy about **my neighbor playing** loud music late at night.
I don't like **them hanging out** in front of my building.

Be careful!
Don't use a name, a noun, or an object pronoun if the gerund phrase is the subject of the sentence. Use a possessive.

DON'T SAY ~~Them texting~~ during the concert was really embarrassing. OR
~~Luke texting~~ during the concert was really embarrassing.

E UNDERSTAND THE GRAMMAR | Write a checkmark next to the sentences that are incorrect in both speaking and writing. Correct them. Explain why the others are correct.

☐ 1 Do you mind me leaving my coat here for a few minutes?
☑ 2 Isn't your neighbor honking his horn every morning really annoying?
☑ 3 Nina not calling you when she arrives at the airport would be irresponsible.
☑ 4 In my opinion, Gary not saying hello to you was disrespectful.
☐ 5 I don't like them texting when we're having dinner.
☐ 6 I wasn't happy about him calling me so early.

"Item 1 is correct. The direct object me doesn't have to be a possessive."

2. Corrected sentence: Isn't your neighbor's honking his horn every morning really annoying?
3. Corrected sentence: Nina's not calling you when she arrives at the airport would be irresponsible.
4. Corrected sentence: In my opinion, Gary's not saying hello to you was disrespectful.
5. The direct object them doesn't have to be a possessive.
6. The object pronoun him doesn't have to be a possessive.

LESSON 1 Politely ask someone not to do something

A WORD STUDY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the sentences. Clarify the meanings of unfamiliar words.
- Have Ss listen again and repeat.
- Ask, *What is a prefix?* (a group of letters that is added to the beginning of a word to change its meaning) Write on the board: *un-, in-, im-, dis-, ir-, il-*. Say, *These are negative prefixes. You add them to the beginning of a word to form the word's opposite.*
- Ask Ss to read the information in the note.
- To check comprehension, write on the board: *unfriendly, incomplete, impatient, disloyal*. Have Ss identify the prefixes and say the word each negative adjective is derived from. (un-, in-, im-, dis-; friendly, complete, patient, loyal)
- Finally, in pairs, have Ss think of other words starting with any of the prefixes they identified. (For example: untidy, incorrect, impossible, disagree)

LANGUAGE NOTE Many words starting with *m* and *p* form their negative with the prefix *im-*. Many words starting with *r* form their negative with the prefix *ir-*. For example: *immobile, impossible, immoral, impatient, irregular, irreplaceable*. There are exceptions. For example: *displeased, disrespectful*.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss look up the adjectives in a dictionary. Tell them that a word with the opposite meaning is called an *antonym*. Point out that in some dictionaries, antonyms are given at the end of each entry, labeled *antonym* or *opposite*. If Ss do not find antonyms in this way, they should try and look up the word with the prefix they think is correct.
- As pairs work, encourage them to read the definitions of any unfamiliar words.
- Review the answers as a class.

C ACTIVATE NEW WORDS

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the sample writing. Write on the board: *It's disrespectful to put your feet on the seats of a train.* Underline *to put*. Ask, *What form is this?* (infinitive) Explain that Ss will start each sentence with *It's*, and should use an infinitive after the adjective.
- Monitor and assist as Ss write their sentences. If Ss can't think of ideas, suggest places where inappropriate behavior may happen, such as the classroom, a park, or a store.
- In pairs, have Ss compare and discuss their opinions.

OPTION (+10 minutes) Call on Ss to share their sentences , leaving out the adjective. (For example: It's ___ to text while driving.) Have volunteers complete the sentences. More than one answer may be possible for some statements. The S who shared the sentence can say which word was originally used.

D GRAMMAR

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the first rule and the examples. After each example, ask, *What is the possessive gerund?* (the highlighted words)
- Write on the board: *My coworker complained about ___ using her phone*. Have Ss identify the gerund in the example. (using) Call on Ss to complete the sentence with a possessive. Write Ss' response in the blank. (For example: my, Mike's)
- Have Ss read the second rule and study the examples. Stress that this use is an example of informal English. Have Ss restate the different variations of the sentence on the board, using object pronouns or names. (For example: him, her, me, Mike) Point out that the possessive adjective *her* has the same form as the object pronoun *her*.
- Direct Ss' attention to the **Be careful!** note. Reiterate that when the possessive gerund is in the object position, a noun or object pronoun can be used, but they cannot be used when the possessive gerund is in the subject position. Write this sentence on the board for Ss to correct: ~~*You*~~ *constant arguing is getting on my nerves*. (Your constant arguing)

OPTION (+5 minutes) Have Ss scan the Zoom-In conversation on page 46 for an example of a possessive gerund. (Solange's first turn: *I hope you don't mind my putting our stuff here in the hallway for a bit.*)

E UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Point out that Ss need to identify sentences that are incorrect in both written and informal spoken English.
- Have Ss underline the gerund phrases in the sentences and see if any of them are in the subject position. (items 2, 3, and 4) Then have them complete the exercise.
- Go over the answers as a class.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise and compare answers with a partner.

PRONUNCIATION LESSON (optional, page T134)

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Do you mind . . .?, Would you mind if I . . .?,* or *Would it bother you if I . . .?* to ask permission to do something
- Politely ask someone not to do something with *Actually, I'd rather you didn't*
- Soften an objection with expressions such as *I don't mean to inconvenience you, I hope that's not a problem, I hope you don't mind,* or *I hope that's OK*
- Say *That's very considerate of you* to thank someone for accommodating you

- Have Ss look at the photo and speculate about the man and woman. Ask, *Where are these people?* (in a waiting room)
- Have Ss read and listen to the conversation.
- Call Ss' attention to the **Social language** box and read the heading. Elicit that *soften an objection* means to make it sound less harsh or strong. Model each item for Ss to listen and repeat.
- To check comprehension, ask:
  What does the man ask the woman? (if he can make a call)
  What does the woman say? (that she would rather he didn't because she has a headache)
  How does she soften her objections? (She says she doesn't mean to inconvenience him.)
  Is the man polite? (Yes, he says he can step outside.)
- Read the statement *That's very considerate of you.* Elicit substitutes for *considerate.* (For example: kind, thoughtful)
- Invite Ss to identify a possessive gerund in the conversation. (my making)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they use rising intonation for *Do you mind my making a phone call?,* use emphatic stress on *Actually,* and stress the words *inconvenience* and *considerate* in Speaker B's lines.
- Monitor as Ss practice. Have Ss switch roles and repeat.

C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the sample notes about situations where you might need to ask permission.
- When Ss have completed their lists, have them compare in pairs.
- Ask, *Did you have any of the same items? Do you think it's necessary to ask for permission for all the things on your partner's list?*

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

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

LOOK FOR While Ss are doing Exercise D, monitor their conversations to determine if they are
✓ asking permission politely
✓ softening their objections
✓ using possessive gerunds

OPTION Use the Unit 5 Energizer Worksheet (see Printable Resources in the Portal).

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) Say, *Imagine your roommate keeps doing something annoying. Write a short message politely asking him or her not to do something.* Tell Ss to use a possessive gerund and language to soften an objection. Tell them to use adjectives with negative prefixes if appropriate. Collect the papers and read them to identify areas for review and extra practice.

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

F GRAMMAR PRACTICE | Combine the cues to write sentences, using possessive gerunds.

1 (My sister arrived late. / I was pretty disappointed about it.)
I was pretty disappointed about my sister's arriving late.

2 (Your son is playing video games. / We don't mind.)
We don't mind your son's playing video games.

3 (His friends are eating potato chips in the car. / Does your brother object to it?)
Does your brother object to his friends' eating potato chips in the car?

4 (Ellie talked during the entire movie. / I didn't appreciate it.)
I didn't appreciate Ellie's talking during the entire movie.

5 (The restaurant doesn't allow customers to bring small children. / I'm in favor of it).
I'm in favor of the restaurant's not allowing customers to bring small children.

6 (The chef adds too much salt. / It's what bothers me.)
What bothers me is the chef's adding too much salt.

PRONUNCIATION LESSON p. 134
Unstressed syllables: vowel reduction to /ə/

COMMUNICATION ACTIVATOR

Now let's politely ask someone not to do something.



A CONVERSATION MODEL | Read and listen.

A: Do you mind my making a call?
B: Actually, I'd rather you didn't. I don't mean to inconvenience you, but I have a bit of a headache.
A: I'm sorry. I can just step outside.
B: That's very considerate of you. Thanks for asking.
A: Of course.

Social language

To ask permission to do something:	To soften an objection:
Do you mind my ___?	I don't mean to inconvenience you.
Would you mind if I ___?	I hope that's not a problem.
Would it bother you if I ___?	I hope you don't mind.
	I hope that's [OK / all right].

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

C TALKING POINTS | Make a list of situations in which you might ask for permission to do something.

making a phone call during a meal
parking in front of someone's house

D IN YOUR OWN WORDS | Create a similar conversation, using your list from Talking Points for ideas. Start like this: *Do you mind my . . .?* Be sure to change roles and then partners. (Option: Use the Unit 5 Energizer Worksheet.)

KEEP TALKING! ●●●

- Explain why you object.
- Express understanding of your partner's situation.
- Say as much as you can.

Watch the video for ideas!

2 COMMUNICATION GOAL Describe annoying public conduct

A VOCABULARY | Inconsiderate behavior | Read and listen. Then listen again and repeat.

It ticks me off when people . . .



cut in line.



take too long to (do something).

Ways to express annoyance
It ticks me off when people arrive late.
It [bugs me / bothers me] when drivers honk their horns.
It gets on my nerves when someone talks too loudly.



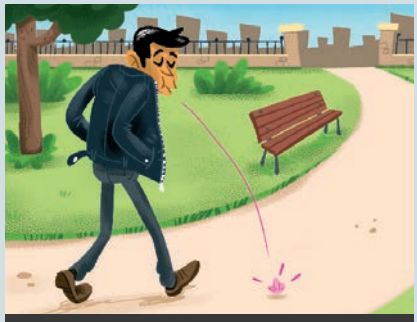
blast loud music.



jaywalk.



make a lot of noise.



spit their gum out.

B ACTIVATE VOCABULARY | Rate how you feel about the conduct depicted in the Vocabulary. What gets on your nerves the most? What bothers you the least?

C GRAMMAR | Paired conjunctions

Use paired conjunctions to connect related ideas.

either . . . or

Phones need to be **either** turned off **or** left at home.
You should **either** throw your bottle in a recycling bin **or** carry it back home.
Either people should buy their tickets ahead of time **or** they should wait in line like everyone else.

neither . . . nor

Neither eating **nor** drinking is allowed in the theater.
They should allow **neither** littering **nor** playing loud music in the park.

Be careful!
Don't use a negative verb with neither . . . nor.
DON'T SAY Neither eating nor drinking ~~isn't allowed~~.

When joining both a singular and plural subject with either or neither, the verb traditionally agrees with the subject nearer to the verb.
Neither the manager nor the sales clerks **were** helpful.
Neither the sales clerks nor the manager **was** helpful.

not only . . . but

Use a comma after the first clause. When the first clause begins with Not only, invert the subject and verb.

They **not only** talked during the concert, **but** they also sent text messages. OR
Not only did they talk during the concert, **but** they also sent text messages.
Texting while driving is **not only** dangerous, **but** it's illegal too. OR
Not only is texting while driving dangerous, **but** it's illegal too.

GRAMMAR EXPANDER p. 123
- Conjunctions with so, too, neither, or not either
- So, too, not either, or neither: short responses

LESSON 2 Describe annoying public conduct

A VOCABULARY

Suggested time: 10 minutes | Your time:

- Review the meaning of the phrase *tick off*. (to annoy)
- Have Ss skim the six examples of inconsiderate behavior.
- Have Ss listen. Then have them listen and repeat. (For ideas for how to use cartoons for speaking practice, see the Teaching Tip below.)
- If necessary, clarify that *jaywalk* means to cross a road where it is dangerous to cross.
- Call on volunteers to read the expressions under **Ways to express annoyance**.

TEACHING TIP Detailed and engaging cartoons offer opportunities for eliciting descriptions and reactions. For example, ask Ss to describe the *jaywalk* picture in as much detail as they can. If necessary, prompt with questions. For example: *Who is ticked off in the picture?* (the driver) *How do you know he is ticked off?* (He's waving his hand and appears to be yelling. You can see tire tracks on the road, which shows he had to brake suddenly.) *What about the people in the distance? Is the jaywalker getting on their nerves, too?* (No, they just seem worried there will be an accident.)

B ACTIVATE VOCABULARY

Suggested time: 4 minutes | Your time:

- Read the directions. Tell Ss to rate the behavior in Exercise A on a scale from 1 to 10, with 1 being the least annoying and 10 the most annoying.
- Monitor as Ss work.
- Bring the class together and have Ss share and compare.
- Then ask, *What other behaviors get on your nerves?* Point to the phrase in Exercise A *It gets on my nerves when . . .* to elicit the correct response.

C GRAMMAR

Suggested time: 8 minutes | Your time:

- Explain that a paired conjunction joins two ideas.
- Have Ss read the first rule and study the examples with *either . . . or.* Explain that *either . . . or* is used to give two choices. Ask, *What are the two choices in the first example?* (turned off, left at home) Point out that parallel structure is used for each part of the paired construction. For example, in the first example both ideas are expressed using the past participle. However, in informal speaking, parallelism is not always used.
- To check comprehension, write on the board:
  1. Either send her an e-mail or ___.
  2. He's not here. He's either having lunch or ___.
  Have Ss complete the sentences with their own ideas. Remind them to use parallel structure. (For example: 1. give her a call, 2. visiting clients)
- Draw Ss' attention to the third example and note that when *Either* is at the beginning of the sentence, the subject must be repeated after *or*. Elicit the two subjects in this sentence. (people, they)
- Have Ss read the examples with *neither . . . nor.* Point out that *neither . . . nor* has a negative meaning. To help clarify, ask, *In the first example, is eating allowed in the theater?* (no) *Is drinking?* (no)
- Then ask Ss to read the last rule and examples. To check comprehension, for the first set of example sentences, ask, *Did they talk during the concert?* (yes) *Did they send text messages?* (yes) Explain that when inverting the verb using *Not only*, we need to add *do, does,* or *did* when there is no auxiliary verb or main verb *be*. Direct Ss' attention to the clause *Not only did they talk during the concert*.
- For the second set of example sentences, ask, *Is it dangerous to text while driving?* (yes) *Is it illegal to text while driving?* (yes)
- Direct Ss' attention to the two rules and examples in the **Be careful!** box. Point out that although the verb traditionally agrees with the subject nearer the verb, this rule is frequently ignored, especially in speaking.
- To check comprehension, write on the board:
  1. Either Paul or his friends ___ coming.
  2. Either Paul's friend or Paul himself ___ coming.
  Go over the answers as a class. (1. are, 2. is)

TEACHING TIP As Ss read about the grammar structures, encourage them to think of situations where they have encountered these structures. For example, a S might remember that at work a manager said *Not only is the new app easy to use, but it also has an attractive design.* Such connections to daily life can make the grammar more memorable.

GRAMMAR EXPANDER (optional, pages T123–124)

Answers for Exercise E on page 51

1. *Either people should speak up when there's a problem or they shouldn't complain. / People should either speak up when there's a problem or not complain. / . . . or they shouldn't complain.*
2. *It's not only wrong not to offer your seat to an older person, but it's also very inconsiderate. / Not only is it wrong not to offer your seat to an older person, but it's also very inconsiderate.*
3. *You should not only invert the subject and verb, but you should also use a comma after the first clause. / Not only should you invert the subject and verb, but you should also use a comma after the first clause.*
4. *Neither taking photographs nor carrying a bag is allowed in the museum.*

D NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss scan the Zoom-In conversation on page 46 for an example of a paired conjunction.
- Have a volunteer share the example with the class.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Have Ss underline the parallel structures. (should speak up when there's a problem; shouldn't complain) Then elicit the new sentence with the paired conjunction.
- After Ss complete the exercise individually, have them compare answers with a partner.
- Go over the answers as a class.

F GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Review that *get on one's nerves* means to bother you.
- Ask Ss to look at the images and read the people's names and places where they live. Ask, *Do the same things get on your nerves, too?*
- Have Ss read the text. Play the audio if appropriate. To check comprehension, ask, *What two pieces of advice does Mauricio give?* (People should either throw their garbage in a trash can or they should hold on to it until they find one.) *What comment does Karen make about talking during a movie?* (that not only is it rude, but it's just not smart) *What does Nigel say about spitting chewing gum out on the sidewalk?* (He says that in Singapore it's neither legal nor socially acceptable.)
- Have Ss read again, noticing the featured grammar.

LANGUAGE NOTE Nigel's response: A *pet peeve* is something a person finds particularly annoying.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the list of **Some adjectives** and encourage Ss to use these adjectives in their statements.
- Direct their attention to the sample statement in the chart. Ask, *What is the paired conjunction?* (not only . . . but also)
- You may want to share your own idea and example with the class. For example: *Chewing gum in class is not only impolite, it's also unacceptable!*
- As a class, brainstorm other things that can get on your nerves, such as loud parties.
- Have Ss write their sentences individually. As Ss write, monitor to offer help as needed with paired conjunctions.

TEACHING TIP You can point out that different things annoy different people, and that some behaviors might be considered rude in one culture but might be normal in another culture—for example loud behavior or bargaining in stores.

B GROUP WORK

Suggested time: 5 minutes | Your time:

- Call on two volunteers to read the example conversation.
- Ask Ss for different ways the interviewer can ask people about what gets on their nerves. (For example: What ticks you off? What really bugs you?)
- Role-play an interview with a higher-level S. Have the S play the role of the interviewer. For example:
  A: What really ticks you off?
  B: I can't understand why people talk in theaters. It's not only annoying, but it's also very rude.
- Form groups of three or four. Make sure Ss switch roles so that each person gets to play the interviewer.
- Monitor as Ss interact. Make sure Ss use paired conjunctions and adjectives to describe inappropriate behavior.
- Finally, have Ss report to the class on what ticks off their group members. List topics on the board to find out what bothers the class the most.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Form groups. Encourage Ss to ask each other questions.
- Monitor Ss' conversations, encouraging Ss to use vocabulary for inconsiderate behavior and paired conjunctions. Assist as needed.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their discussions.

LOOK FOR While Ss are doing Exercises B and C, monitor their conversations to determine if they are
✓ using vocabulary for inconsiderate behavior
✓ using paired conjunctions
✓ using adjectives with negative prefixes

CLOSURE ACTIVITY (+5 minutes) Form pairs. Say, *Look at the illustrations on page 50. Take turns using paired conjunctions to comment on the inconsiderate behavior.* Tell Ss to refer to specific occasions when they witnessed this behavior and why it ticked them off. Monitor Ss' conversations to identify areas for review and extra practice.

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

D NOTICE THE GRAMMAR | **Find an example of a paired conjunction in Zoom-In on page 46.**
Either you didn't go out at night, or you only went out if someone was willing to go with you.

E GRAMMAR PRACTICE | **On a separate sheet of paper, combine the sentences, using the paired conjunctions.**

1 People should speak up when there's a problem. / They shouldn't complain. (either . . . or) *See page T50 for answers.*
2 It's wrong not to offer your seat to an older person. / It's very inconsiderate. (not only . . . but)
3 You should invert the subject and verb. / You should also use a comma after the first clause. (not only . . . but)
4 Taking photographs isn't allowed in the museum. / Carrying a bag isn't allowed. (neither . . . nor)

F GRAMMAR CLOSE-UP | **Read the responses. Notice the featured grammar. Do the same things get on *your* nerves?**

We asked people what gets on their nerves . . .



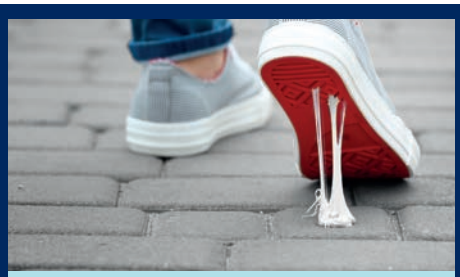
"It really bugs me when people throw litter on the ground in public spaces. It's just so inconsiderate. Either they should throw their garbage in a trash can or they should hold onto it until they find one."

Mauricio Salvatore Buenos Aires, Argentina



"What I can't stand is when people talk during a movie. Not only is it rude, but it's just not smart. I mean, they paid to watch the movie, but they're missing the whole thing! What's up with that?"

Karen Detcheverry Montreal, Canada



"This is one of my pet peeves . . . I hate it when people spit chewing gum out onto the sidewalk. They should know better. Where I come from, it's neither legal nor socially acceptable to chew gum in public. But more importantly, it's almost impossible to clean gum off the bottom of your shoe!"

Nigel Shen Singapore

COMMUNICATION ACTIVATOR

Now let's describe annoying public conduct.

A TALKING POINTS | **List some of your pet peeves. Then write statements using paired conjunctions to express your opinions. Include adjectives with negative prefixes when you can.**

In restaurants: *texting during the meal* *Not only is it annoying, but it's also very impolite.*	
In restaurants:	On the street:
In stores:	In offices:
On buses and trains:	In movie theaters:

Some adjectives
disrespectful
immature
impolite
inconsiderate
inexcusable
irresponsible
unacceptable
unpleasant

B GROUP WORK | **Role-play on-the-street interviews, with one classmate playing the role of the interviewer. Use your Talking Points for support.**

So tell us what ticks you off most about people's public conduct?

One of my pet peeves is when people answer their phones during movies or concerts. I mean, **not only** is it inconsiderate, **but** it's just not smart.

C DISCUSSION | **Discuss these questions.**

1 In your opinion, how should people behave in public places? Is it important for others to speak up when people behave inconsiderately in public?
2 Do you ever do things in public that other people might find unacceptable or inappropriate? Explain.

KEEP TALKING! ●●●

- **Ask questions to encourage more details.**
- **Show support when you agree.**
- **Disagree politely when you have different opinions.**
- **Say as much as you can.**

Watch the video for ideas!

3 COMMUNICATION GOAL

Talk about ways to address community problems

A VOCABULARY | Neighborhood amenities | Read and listen. Then listen again and repeat.

















B LISTEN TO CONFIRM CONTENT | Read the list of topics. Then listen to the speakers at a neighborhood meeting. Cross out any topics they do NOT discuss.

~~building more schools~~	~~reducing traffic~~	~~improving public transportation~~
reducing crime	improving pedestrian safety	making the neighborhood more attractive

C LISTEN FOR POINT OF VIEW | Read these incorrect statements. Then listen again and restate them to reflect each speaker's point of view. Explain your reasons.

See page T52 for possible answers.

Mr. Garrison
1 is glad that all the neighborhood's streets have well-maintained sidewalks.
2 doesn't think there are enough bike lanes in the neighborhood.

Ms. Bellini
3 thinks the neighborhood needs playgrounds instead of so many green areas.
4 is happy that there are so many community gardens in the neighborhood.

Mr. Henson
5 thinks the neighborhood has too many security cameras.
6 believes there's a lack of public benches in the neighborhood.

LESSON 3 Talk about ways to address community problems

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Write on the board: *Neighborhood amenities*. Review that *amenities* are things that make a place comfortable or easy to live in. The term is used in relation to homes (basic amenities include electricity and running water), hotels (Wi-Fi, parking, room service), and neighborhoods.
- Have Ss skim the neighborhood amenities.
- Have Ss listen. Then have them listen again and repeat.
- Ask, *What is a community garden?* (See the Language and Culture notes below.) *Does your community have one? If not, would any of you like to participate in a community garden program?* Point out the words *over* and *pass* in *overpass*. Then ask, *Which of these amenities does your neighborhood have? Which amenities are important to you?*

LANGUAGE AND CULTURE

- A *community garden* is a place with shared plots of land where people grow vegetables and flowers. It is not only a place to grow low-cost fresh food, but also a place to socialize with neighbors and build a strong community. Neighbors learn from one another and engage in teamwork. Community gardens promote healthier lifestyles and contribute to a clean environment and a more attractive landscape.
- A *pedestrian* is someone who is walking in an area where there are vehicles.
- An *overpass* is a structure like a bridge that allows a road or path to go over another road.

B LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss preview the list of topics. Ask a S to read the title of the lesson. Ask, *Where are these issues going to be addressed?* (at a neighborhood meeting) *What are other ways to bring attention to such issues?* (For example: e-mails, letters, petitions, protests)
- Play the audio. If appropriate, explain that the topics may not be worded exactly as they are in this list. Tell Ss to listen carefully to what is discussed and think about which category it might fall under. Make sure Ss cross out topics not mentioned.
- Go over the answers with the class.

TEACHING TIP *Confirm something* means to indicate that something is actually true. When listening for specific topics, noting additional details about the topics is not important. The focus should be on confirming whether the topics are mentioned.

CHALLENGE (+5 minutes) Tell Ss to consider two of the three topics not talked about: *building more schools* and *improving public transportation*. In small groups, have Ss discuss these topics. Write these questions on the board to help guide conversation: *Why might more schools need to be built? How can improving public transportation improve a community?*

C LISTEN FOR POINT OF VIEW

Suggested time: 10 minutes | Your time:

- Read the directions. Reiterate that each statement is incorrect and Ss will correct it to reflect the speaker's point of view.
- Have Ss read the incorrect statements. If they can remember any of the information from the previous listening, tell them to take notes on how to correct the statements.
- Play the audio again and pause after the first speaker. Tell Ss to correct each statement fully, either orally with a partner or in writing. Play the audio again if appropriate.
- Bring the class together and go over the answers. For item 1, elicit the problem with the sidewalks that Mr. Garrison discusses. For item 2, ask, *What point of view does Mr. Garrison actually express in the audio?* Call on Ss to restate the rest of the statements correctly.

OPTION Ask, *What other pedestrian problem does Mr. Garrison address?* (the need for pedestrian overpasses over streets that are difficult to cross on foot)

TEACHING TIP Bring Ss' attention to the intonation and pauses in the audio. Write these two lines on the board: *Good evening. Larry Garrison. I'm a school teacher . . .* and *Thank you, Mr. Garrison.* Invite Ss to practice reading these lines, differentiating the self-introduction in the first example and the direct address in the second example. Model as needed.

Possible answers for Exercise C

1. *Mr. Garrison is worried that a lot of the neighborhood's streets are not well maintained.*
2. *Mr. Garrison is glad that the city has added more bike lanes in the neighborhood.*
3. *Ms. Bellini thinks the neighborhood needs more playgrounds and green areas.*
4. *Ms. Bellini would like to see community gardens in the neighborhood.*
5. *Mr. Henson thinks the neighborhood needs more security cameras.*
6. *Mr. Henson is glad that more public benches are being added in the neighborhood.*

D LISTEN TO SUMMARIZE

Suggested time: 15 minutes | Your time:

- Have Ss read the names of the three speakers from the neighborhood meeting. To test how well they have been listening, say, *Look at the pictures in Exercise A on page 52. Which person addressed which neighborhood amenities?* Call on volunteers to share.
- Play the audio one last time. With higher-level classes, you can challenge Ss to work on the summaries without an additional listening.
- Ask Ss to fill out the chart individually. Then have them compare answers with a partner.

OPTION Read the line: *Let me say how much I appreciate the city's adding bike lanes along Main Street and Lexington Avenue. I for one use them regularly. Thank you.* Elicit who said this at the meeting. (Mr. Garrison) Ask, *Why is it important to acknowledge the good that the city has done?* (It encourages positivity and hope that other issues will be addressed as well.)

CHALLENGE (+5 minutes) Write on the board: *Do you think the professions or backgrounds of the speakers influenced the issues they addressed?* In groups, tell Ss to recall background information about each speaker and discuss why they spoke about the topics they did. (Larry Garrison is a school teacher, so he is concerned for his Ss who walk to school. Faye Bellini is a gym trainer and the mother of a third grade child, so she would like parks and playgrounds to take her child to. Pete Henson is a senior citizen, so he wants better street lighting and security cameras to feel safe, as well as public benches for socializing.)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss look at the picture. Ask, *What game are these men playing?* (chess) *How does this image make you feel? Does your community have spaces like this for people to gather? What are the benefits of such spaces?* Direct Ss' attention to the young man with a backpack to suggest that a space like this can connect younger and older community members.
- Call on a volunteer to read the sample problem and suggestion for improvement. Confirm that Ss know that *socialize* means to spend time with people in a friendly way. Elicit another suggestion for *nowhere to socialize with neighbors* based on the picture. (install tables with chessboards in the park)
- Call on Ss to read the other problems in the chart. Encourage everyone to write one unique problem under *other*.
- Then have Ss check the problems that exist in their neighborhoods and write suggestions. Tell Ss they can write about communities they once lived in or about communities other people live in if they don't want to write about their own. Assist as needed. Instruct Ss to follow the imperative format, as in *Provide* in the example answer.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A-B)

- Read the directions. Tell Ss they should also respond to and comment on each other's problems and solutions. Model an example response. Ask a volunteer to read the example statement. You then respond by saying, *Oh, that used to be a problem in my town. Finally, a small grocery store opened in an empty storefront. It was so popular that the store then bought the rest of the building and now we have a full supermarket.*
- Form small groups. Tell Ss to respond both to the problem and to each other's suggested solutions.
- Monitor Ss' conversations. Offer feedback as needed.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ using vocabulary for neighborhood amenities
✓ identifying community problems
✓ making suggestions for improvement

TEACHING TIP If your class has many Ss who come from different cities or countries, take the opportunity to have Ss share how the communities they come from have different problems and solutions.

CLOSURE ACTIVITY (+5 minutes) Copy the community problems from Exercise A on page 53 on separate pieces of paper, fold them up, and have each S take one problem (copy each problem twice or more as needed). Have Ss write a short e-mail to a newspaper addressing the problem. Tell Ss to include an introduction, explain what the problem is, and suggest possible solutions. Collect the papers and read them to identify areas for review and extra practice.

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

D LISTEN TO SUMMARIZE | Listen again. With a partner, discuss and then write a summary of the problems and solutions each person talks about.

Possible answers:

	1 Mr. Garrison	2 Ms. Bellini	3 Mr. Henson
The problem(s):	*traffic safety, no sidewalks or sidewalks in bad condition, dangerous street crossing*	*no green spaces*	*security*
The suggestion(s):	*make streets more pedestrian-friendly, build overpasses*	*a new park, more playgrounds for kids, community gardens*	*more street lights and security cameras*

COMMUNICATION ACTIVATOR

Now let's talk about ways to address community problems.

A TALKING POINTS | Read the list of common neighborhood problems. Check the ones your neighborhood has. Write suggestions for improvement. Add notes to explain what you think needs to be done.



☐ nowhere to socialize with neighbors
Provide benches and other seating on sidewalks and in parks.

☐ nowhere to socialize with neighbors	☐ too much traffic
☐ not enough green spaces	☐ streets not safe at night
☐ lack of convenient shopping	☐ no place for outdoor sports and exercise
☐ not enough places for young children to play	☐ other

B DISCUSSION | Tell your classmates about the problems you checked in Talking Points. Suggest solutions for the problems. (Option: Use the Unit 5 Soft Skills Booster, p. 155.)

> "My neighborhood doesn't have enough places to shop for groceries. You have to either drive really far or take a bus."

4 COMMUNICATION GOAL

Discuss the impact of infrastructure on people's lives

A READING | Read about three infrastructure projects. How do you think each changed people's lives for the better?

KEEPING PEOPLE CONNECTED

Public works projects are designed to build and maintain the basic infrastructure required for modern life. Here are some that have had an impact on people's lives around the world.



A beloved symbol that changed New York City

Designed by engineer John Augustus Roebling, the Brooklyn Bridge took fourteen years to build. Completed in 1883, it was the world's longest suspension bridge at that time. Spanning New York's East River, the bridge includes six traffic lanes for the 125,000 vehicles that cross it daily, and a walkway / bike path for its estimated daily 4,000 pedestrians and 2,600 cyclists. Its two towers are 85 meters tall, and the bridge is supported by four steel cables that descend dramatically from the top of the towers to the roadway below. By connecting the city and its surrounding areas, the bridge established New York as the largest and most commercially successful city in the U.S. It remains a romantic attraction for both tourists and residents.



A connection to the continent: the "Chunnel"

A French engineer proposed the idea in 1802, but it wasn't until 1987 that construction of a tunnel linking the U.K. and France began. In 1991, British and French workers met face-to-face 115 meters under the English Channel and shook hands to celebrate the completion of the first stage of construction of the Channel Tunnel, the world's longest undersea tunnel. When it finally opened for rail passengers in 1994, it allowed them to travel between the U.K. and France on high-speed trains. Passengers also have the option of loading their own vehicles onto special train cars for the journey. Before there was a tunnel, travelers between London and Paris either had to take a ferry and then a train or car or they had to fly. The "Chunnel," as some call the tunnel for short, actually consists of three tunnels: two rail lines for trains and one tunnel for security services and repairs. It's 50 kilometers long and takes about thirty-five minutes to travel end to end. The complete rail trip from London to Paris takes about two and a quarter hours.

A novel approach to public transportation: La Paz, Bolivia

To face the challenge of urban growth and increased traffic, most cities build subway systems and add more buses. However, in Bolivia, a novel approach was taken. Connecting the capital city of La Paz with the neighboring city of El Alto, the world's highest and longest urban cable car system allows riders to completely avoid traffic while enjoying spectacular views of the city's snow-covered mountains and dramatic valleys. With a new car arriving every twelve seconds, riders love the reliable and stress-reducing transportation system that's officially called "mi teleférico" ("my cable car"). "It used to take me at least two hours to get to work," says Silvia Vargas, a teacher. "Not only did I have to change buses twice, but we were always getting stuck in noisy traffic. This has been a game-changer for me." The cable car has also become the city's most popular tourist attraction as well as a romantic destination for young couples.



B UNDERSTAND FROM CONTEXT | Complete each statement about words and phrases in the article.

1. "Spanning" something means ..... .
   a. a crossing from one side to the other
   b. sitting on it

2. A "roadway" is a ..... .
   a. street
   b. rail line

3. "Cables" are used to ..... a suspension bridge.
   a. hold up
   b. move traffic on

4. "Linking" means ..... .
   a. separating
   b. connecting

5. A "game-changer" is something that has ..... on people's lives.
   a. little impact
   b. a huge impact

LESSON 4 Discuss the impact of infrastructure on people's lives

A READING

Suggested time: 20 minutes | Your time:

- Read the lesson title. Write *infrastructure* on the board and elicit the meaning. (the basic systems and structure that a country needs in order to work properly) Ask, *What are some examples of infrastructure?* (electricity, water and heating systems, communications networks, roads, railways, airports, public institutions)
- Read the directions and the target question: *How do you think each changed people's lives for the better?*
- Tell Ss to look at the images and the headings in the article. For the picture on the left, ask, *What symbol changed New York City?* (a bridge / Brooklyn Bridge) For the top picture and map, ask, *What do you think this is?* (an underwater tunnel) *What two countries does it connect?* (England and France) For the last picture, ask, *What is the novel approach to public transportation in La Paz, Bolivia?* (a cable car)
- To summarize, ask, *What do these three infrastructure projects have in common?* (They all involve transportation.)
- Have Ss read the article. If appropriate, play the audio for Ss to follow along. Clarify vocabulary as needed. (See the Language and Culture notes below.)
- Direct Ss' attention back to the target question. Make sure Ss answer <u>how</u> it has changed people's lives for the better. Encourage them to give specific examples. (For example: The Brooklyn Bridge allowed people who lived in surrounding areas to easily travel to New York City to work. The Chunnel lets people cross the Channel in thirty-five minutes, instead of taking the ferry or flying. The "mi teleférico" cable car in La Paz allows people to enjoy views and avoid being stuck in traffic.)

LANGUAGE AND CULTURE

- Introduction: *Public works* refers to infrastructure or buildings that are built and paid for by the government.
- New York City: New York City was originally just the island of Manhattan. The modern New York City was created in 1898, when four other areas were added to Manhattan. These are the Bronx, Brooklyn, Queens, and Staten Island.
- New York City: *Descend* means to move from a higher level to a lower one.
- Bolivia: The adjective *novel* means new and not like anything known before.
- Bolivia: A *cable car* is a vehicle that is moved using a *cable* (a thick, strong, metal rope). The car can hang from a moving cable and take people up and down hills or mountains. Another type of cable car is one that moves along tracks on a street.

EXTENSION (+5 minutes) Invite Ss to look at the heading of each section. For the New York City section, ask, *What do you think the Brooklyn Bridge is a symbol of? By whom is it beloved?* For the Chunnel section, ask, *What kind of connection is it referring to? To which continent?* For the Bolivia section, ask, *What is novel about public transportation in La Paz?*

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Tell Ss to look through the article quickly to find the words in quotation marks and circle them. You can hint where to find the words. (items 1, 2, 3: New York City section; item 4: Chunnel section; item 5: Bolivia section)
- Have Ss work individually to complete the statements.
- Bring the class together and go over the answers.

OPTION (+5 minutes) Say, *Two of the structures in the reading are described as romantic. Scan to find which two and explain or guess why each is described this way.* (Brooklyn Bridge and the La Paz cable car. The Brooklyn Bridge looks romantic with its steel cable wires, and it has amazing views of New York City. The La Paz cable car lets riders enjoy views of snow-covered mountains and dramatic valleys.)

C SCAN FOR INFORMATION

Suggested time: 10 minutes | Your time:

- Bring Ss' attention to the numbers on the right. Say, *This scanning activity is a little more complex. Some numbers you will find in the article as they appear on the list. Others you will have to calculate.* If Ss get stuck, encourage them to not just scan for numbers, but for the information in the questions. Hint that one number on the list appears written out in the article.
- Have Ss work individually or in pairs. Then bring the class together and help figure out any answers Ss couldn't find.

TEACHING TIP Review that scanning requires moving one's eyes across the page and looking for specific words or numbers. The point is not to read everything but to look for particular information. Reading techniques such as scanning help Ss locate information quickly and save time.

OPTION Ask Ss how they found each answer.

EXTENSION (+10 minutes) Write on the board: *Which infrastructure project . . .?* In pairs, have Ss create nine questions: three for each infrastructure project in the article. Then combine pairs into groups of four and have them swap questions and answer them. Encourage Ss to answer questions without looking back at the text. The group that can answer the most questions wins. Then Ss can look back to find any answers.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss think about the types of infrastructure pictured and check the three most important ones.
- Invite Ss to make notes about examples from their own countries of the various types of infrastructure shown. Monitor as Ss work individually. Assist and help elicit ideas as needed.
- In pairs, have Ss compare the items they checked.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- On the board, draw a three-column chart with the headings *Infrastructure, Improve lives,* and *Impact people negatively*. List each of the types in the first column: *wind farms, ports, oil fields, canals, dams, bridges, tunnels, highway systems.*
- In pairs or groups, have Ss discuss the infrastructure types they chose as most important, explaining how they improve people's lives. Encourage them to challenge one another and point out how each infrastructure type might impact people negatively. Allow them to do additional research on the negative impacts if needed.
- As Ss speak, monitor the discussions. Bring the class together and call on volunteers to share their ideas as you fill in the chart.

CHALLENGE (+5 minutes) Assign pairs one of the infrastructure projects discussed in the article in Exercise A on page 54. Tell them to research details about its history, when construction began, and how it improved people's lives, also noting if there were any negative impacts. Ss can find images to share with the class. Pairs then present to the class or to other groups.

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

✓ using vocabulary for different types of infrastructure

✓ discussing how infrastructure projects can improve people's lives as well as impact them negatively

WRITING HANDBOOK (optional, page T145)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Choose one of these: the Brooklyn Bridge, the Chunnel, or "mi teleférico." Write a short paragraph describing how it has improved people's lives. Then choose a different infrastructure example that has had a negative impact on people's lives and write a short paragraph about it.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading 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.

C SCAN FOR INFORMATION | **Scan the article to match the numbers with the statements.**

h	1 The number of pedestrians and cyclists who cross the Brooklyn Bridge each day.	a	12
f	2 The number of cars, buses, and trucks that cross the bridge each day.	b	1869
b	3 The year that construction of the bridge began.	c	50
g	4 The number of meters between the "Chunnel" and the surface of the water.	d	192
d	5 The number of years it took from the original idea to the tunnel's opening.	e	2
c	6 The number of kilometers from one end of the tunnel to the other.	f	125,000
a	7 The number of seconds that passengers have to spend waiting for the cable car.	g	115
e	8 The number of cities linked by the cable car system.	h	6,600

COMMUNICATION ACTIVATOR

Now let's discuss the impact of infrastructure on people's lives.

A TALKING POINTS | **Check the three types of infrastructure that you think are most important.**



B DISCUSSION | **Using the types of infrastructure in Talking Points, discuss how they improve people's lives or how they might impact people negatively. Provide examples you are familiar with.**

WRITING HANDBOOK p. 145
- **Skill** Formal letters: review
- **Task** Write a letter of complaint

PROGRESS SELF-CHECK

NOW I CAN

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

- ☐ Politely ask someone not to do something.
- ☐ Describe annoying public conduct.
- ☐ Talk about ways to address community problems.
- ☐ Discuss the impact of infrastructure on people's lives.

UNIT 6

The World's Creatures



a passenger pigeon

PREVIEW

A ANIMAL EXTINCTION | **Listen to the story of the passenger pigeon. Where did it live? What happened to it?**
It lived in North America. It became extinct.

B ZOOM-IN | **Read and listen to two friends discuss pets. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Emma = German
Rob = American English (standard)



Emma: Hey, whose cat is that?
Rob: I'm not sure. He's been hanging around our backyard all summer, looking for snacks and affection.
Emma: The poor thing!
Rob: Well, we felt sorry for him, so we've been feeding him every day.
Emma: Any idea who owns him?
Rob: Not a clue. It doesn't seem like he belongs to *anyone*. And he certainly has made himself at home here. When I look out my back window in the morning, he's always asleep on the bench.
Emma: So are you going to keep him?
Rob: I wouldn't mind. He seems to like us. And the feeling's mutual. He's got a very sweet disposition. But then I think, what if someone's looking for him?
Emma: Well, that's unlikely. If he's eating your food and snoozing in your backyard, it doesn't sound like anyone else is taking care of him. Have you let him in the house?
Rob: Not yet. We've never had a cat before. I'm a little worried he might damage the furniture … or worse! Do you know if cats can be house-trained?
Emma: Of course they can. And they're trouble-free. They just have to be fed twice a day.
Rob: Hey, you seem to know a lot about cats. Have you got one?
Emma: Me? No. I've actually got a couple of parakeets.
Rob: Really? I used to have one of them when I was a kid. They make pretty nice pets.
Emma: They're great. They just need a little love and affection.
Rob: Don't we all!



C UNDERSTAND FROM CONTEXT | **With a partner, paraphrase the sentences, using featured words and phrases from Zoom-In.**

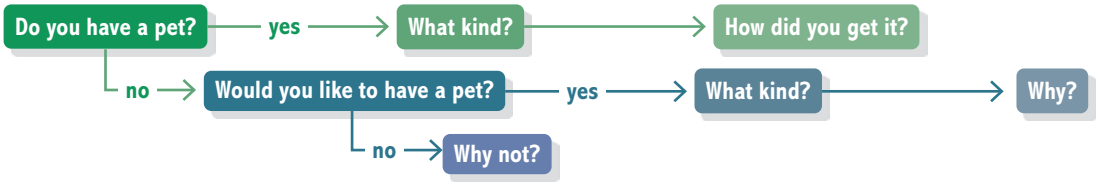
1 Emma says that cats don't require a lot of work. *are pretty trouble-free*
2 Rob says that the cat acts like he lives at Rob's house. *makes himself at home*
3 Rob says that when he looks out his window, he always sees the cat taking a nap on a bench. *snoozing*
4 Rob says the cat has begun staying outside his house more and more. *hanging around*
5 When he realized that the cat needed something to eat, Rob was very concerned and decided to feed him. *felt sorry for him*

D THINK AND EXPLAIN | **Choose the correct meaning. Explain your answers.**

1 You say "Not a clue" to indicate that you (are thinking about / don't know) something.
2 You say "The feeling's mutual" to indicate that your feelings for each other are (the same / different).
3 You say "That's unlikely" to indicate that something (might be / probably isn't) true.

E LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

F PAIR WORK | **Discuss the questions in the flow chart.**



Unit 6 The World's Creatures

PREVIEW	Students listen to a talk about the passenger pigeon, read a conversation discussing taking in a lost cat, and complete a survey.	
LESSON 1 **Describe the traits of different pets**	***Vocabulary***	Positive and negative traits of pets
	Grammar	Passive modals and modal-like expressions
LESSON 2 **Express opinions about the treatment of animals**	***Grammar***	Passive modals: questions
LESSON 3 **Compare animal and human behavior**	***Vocabulary***	Animal physical features and social groups
	Listening skills	Listen for main ideas; Listen for supporting details; Understand from context
LESSON 4 **Discuss how to protect animals from extinction**	***Reading skills***	Understand from context; Recognize cause and effect
EXTEND-IT 3	*Apply to a vacation language course*; *Choose a program*; *Rent an apartment*	

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

Preview

A ANIMAL EXTINCTION

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the picture of the passenger pigeon. Invite Ss to name an adjective to describe it. (elegant, beautiful, colorful)
- Have Ss listen to the conversation. To check comprehension, ask:
  How many passenger pigeons were once estimated to live in North America? (five billion)
  Why were passenger pigeons killed? (People ate them, made pillows and soft beds from their feathers, and hunted them for sport.)
  How many eggs could a female passenger pigeon lay each year? (only one)
- In pairs, have Ss discuss the questions in the directions.

LANGUAGE AND CULTURE

- *Extinct* is an adjective: *Dinosaurs are extinct.* The noun form of the word is *extinction.*
- The name *passenger pigeon* comes from the French *pigeon de passage* and refers to the huge groups of these birds which used to cross the sky.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Read the directions. Allow Ss to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  Why does Rob think the cat doesn't belong to anyone? (It always sleeps on Rob's bench outside.)
  Why hasn't Rob let the cat in the house? (He's nervous the cat might ruin the furniture, and he doesn't know if the cat can be house-trained.)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- In pairs, have Ss rewrite the sentences.
- Go over the answers with the class.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Invite Ss to do the exercise individually.
- Then have them compare answers in small groups.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

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

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity with a S.
- Then have Ss discuss the questions with a partner. Time permitting, Ss can ask other Ss the series of questions.

G TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss scan the images and read the names of animals.
- Direct Ss' attention to the word *insect* and clarify that it is a word describing a category of animal. Ask Ss if they can name the insect shown. (a beetle) Elicit names of other insects. (For example: flies, bees, ants, butterflies, mosquitoes)
- Call on a S to read the phrases in the chart. Stop at item 3 and ask, *Are you surprised to see this phrase? Why? Why not?*
- Have Ss fill in the chart individually. Tell them they can write more than one animal for each of the survey categories. Assist as needed.

LANGUAGE AND CULTURE

- Insects have six legs and generally have two pairs of wings. They belong to the larger animal category of invertebrates, which are animals that have no spine.
- The plural of *sheep* is *sheep*.

H VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss listen to the animal names.
- Then have them listen and repeat.

EXTENSION (+10–15 minutes) Instruct Ss to each write a short description of one of the animals on the page. Tell them to use phrases from the survey as well as provide other details, without mentioning what the animal is. Write this description of a parrot on the board for Ss to guess: *This animal has a large head and short neck. It is colorful and it can fly. I think this animal is fascinating. It is somewhat similar to humans. I think it would be fun to have as a pet.* Then invite Ss to read their descriptions to the class for the class to guess. Alternatively, Ss can walk around the room and pair up to read descriptions and guess.

CHALLENGE (+10 minutes) Write these categories on the board: *mammals*, *birds*, *amphibians*, *fish*, *reptiles*, *invertebrates*. Have Ss work in pairs. Ask them to categorize the different animals shown in Exercise G. (*mammals:* fox, horse, mouse, bull, dolphin, pig, elephant, monkey, cow, rabbit, seal, lion, dog, sheep; *birds:* parrot, rooster; *amphibians:* frog; *reptiles:* crocodile; *invertebrates:* insect) Then ask, *Which category of animal is not shown?* (fish) *Do you know any different types of fish?* (For example: shark, eel, seahorse, goldfish) Ss can think of other names of animals they know for the different categories. Encourage them to suggest animals for categories other than mammals.

START TALKING | DISCUSSION

Suggested time: 10 minutes | Your time:

- Have two volunteers read the example conversation. Ask, *Who agrees that parrots make great pets? Who would like to have a horse? What are other drawbacks to having a horse?* (They are expensive to buy and maintain.)
- Have Ss discuss their own responses to the survey in pairs or small groups. Encourage them to give reasons for their views.
- Bring the class together and call on Ss to share.

CHALLENGE (+5 minutes) In pairs, invite Ss to think of additional animals for one of the following categories. Write on the board:
Animals that are similar to humans
Animals that are used for medical research
Dangerous animals
Fascinating animals
Allow Ss to search online if they run out of ideas. Have them compare their lists with a partner.

TEACHING TIP Remind Ss to be respectful of each other's opinions. Even Ss from the same culture may have a different outlook on the treatment of animals. If classmates are from different cultures, this may introduce even more contrasting attitudes. Model respect for responding to comments. For example, say, *Wow, that's interesting. I have a very different viewpoint.* If any discussion starts getting too heated, steer the class in a different direction. Alternatively, assign Ss roles when discussing more controversial topics. Point out that none of the opinions they express are their own, and therefore they can argue without fear of offending one another.

UNIT 6
COMMUNICATION GOALS

Lesson 1 Describe the traits of different pets
Lesson 2 Express opinions about the treatment of animals
Lesson 3 Compare animal and human behavior
Lesson 4 Discuss how to protect animals from extinction

G TALKING POINTS | Complete the survey. Classify the animals, according to your point of view.



1 makes a great pet	**6** may be in danger of extinction
2 is OK to use for entertainment	**7** needs lots of space
3 is delicious to eat	**8** is OK for medical research
4 is OK to use for making clothes	**9** is too dangerous to be a pet
5 is the most similar to humans	**10** is the most fascinating

H VOCABULARY | Animals | Listen and repeat.

START TALKING

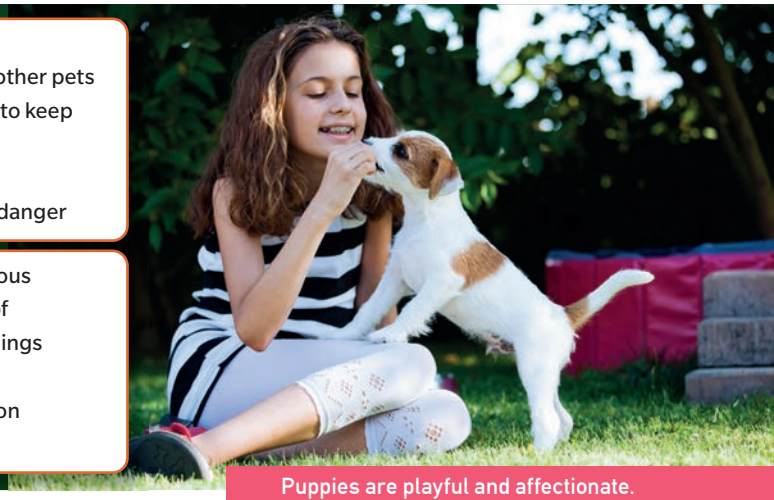
DISCUSSION Compare your responses in Talking Points and explain your choices.

> "In my opinion, dolphins and monkeys are the most similar to humans. They're both supposed to be very intelligent."

1 COMMUNICATION GOAL Describe the traits of different pets

A VOCABULARY | Positive and negative traits of pets | Read and listen. Then listen again and repeat.

POSITIVE TRAITS	**affectionate**	friendly and loving
	gentle / good-natured	easy-going; good with kids and other pets
	low-maintenance	easy to care for and inexpensive to keep
	loyal / devoted	attentive to its owner; reliable
	playful	active and fun-loving
	protective	good at protecting people from danger
NEGATIVE TRAITS	**aggressive**	hard to control; possibly dangerous
	costly	expensive to buy and take care of
	destructive	harmful to furniture and other things
	filthy	unclean; makes a mess
	high-maintenance	requires a lot of time and attention
	excitable	very nervous; easily frightened



Puppies are playful and affectionate. However, they can also be high-maintenance.

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation. Use the Vocabulary to complete the chart. Listen again if necessary.

	Pet	Possible pros	Possible cons
1	*cat*	*low-maintenance, affectionate*	*filthy*
2	*rabbit*	*gentle / good-natured*	*excitable*
3	*parrot*	*affectionate*	*costly, destructive, high-maintenance*
4	*dog*	*loyal / devoted, playful, protective*	*aggressive*

C GRAMMAR | Passive modals and modal-like expressions

Remember: Use the passive voice to focus on the receiver rather than the performer of an action. Form passive modals and modal-like expressions with <u>be</u> and a past participle.

Some cats **may be frightened** by loud noises.
Young parrots **ought to be fed** by hand.
An excitable puppy **shouldn't be left** alone at home.
They say your furniture **might be damaged** if you get a cat.

Note: <u>Have to</u> is a modal-like expression, not a true modal. It has two present forms—<u>have</u> and <u>has</u>. <u>Have to</u>, <u>must</u>, and <u>must not</u> express obligation. <u>Don't have to</u> expresses lack of obligation.

Dogs **have to be walked** several times a day, but they **must be kept** on a leash. According to city law, they **must not be permitted** to run free.
Cats, on the other hand, **don't** ever **have to be walked**.

GRAMMAR EXPANDER p. 124
Modals and modal-like expressions: summary



D NOTICE THE GRAMMAR | Find two examples of passive modals in Zoom-In on page 56.
1. Do you know if cats can be house-trained? 2. They just have to be fed twice a day.

E UNDERSTAND THE GRAMMAR | Complete each statement with the active or passive voice. Then, with a partner, explain who or what is the receiver of the action of the verb.

1 Dolphins (may train / may be trained) to do many things.
2 You (shouldn't allow / should be allowed) a rabbit to run free in the house. *receiver: a rabbit*
3 A horse (has to give / has to be given) the opportunity to exercise. *receiver: a horse*
4 Sometimes an aggressive dog (can't train / can't be trained) to be around people. *receiver: an aggressive dog*
5 People (must never keep / must never be kept) baby crocodiles as pets. *receiver: baby crocodiles*
6 Your furniture (might ruin / might be ruined) by a destructive pet bird. *receiver: furniture*

> "In item 1, <u>dolphins</u> is the receiver of the action."

LESSON 1 Describe the traits of different pets

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the picture. Ask, *What animal is this?* (a puppy) *What words come to mind when you look at this picture?* (cute, sweet)
- Have Ss read and listen. Then have Ss listen and repeat.
- Call on a S to read the caption under the picture. Ask, *Why are puppies high-maintenance pets?* (They need a lot of attention. They need to be trained. You can't leave them alone for long. They can destroy things and make a mess.)

OPTION (+10 minutes) As a class, brainstorm a list of common and exotic pets and write them on the board. (For example: dog, cat, guinea pig, hamster, tropical fish, turtle, lizard, parrot, snake) In pairs, have Ss think of a pet that best matches each trait. Review their ideas as a class.

LANGUAGE NOTE The compound adjectives *high-* and *low-maintenance* as well as *good-natured* are always hyphenated, whether they appear before a noun or after a verb. For example: *My dog is good-natured. A cat is a low-maintenance pet.*

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Have Ss read the headings in the chart.
- Write *goldfish* on the board and show them the picture of a goldfish on page 59. Ask, *What are the possible pros of a goldfish as a pet?* (low-maintenance, not costly) *What are the cons?* (not affectionate, not playful)
- Play the audio of the first conversation. Have Ss listen for the pet the speakers are talking about and then write it in the chart, together with the adjectives from Exercise A that describe the advantages and disadvantages of the pet. Point out that the speakers don't necessarily use the words from Exercise A. Ss have to interpret the information.
- Play the audio a second time so that Ss can add to or correct their answers.
- Go over the answers as a class. Encourage Ss to support their answers.
- Follow the same procedure for conversations 2–4.

OPTION As a class, discuss whether or not Ss think the people should get the pets.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Write on the board: *Some cats may be frightened by loud noises.* Ask, *Is this active or passive voice?* (passive) *What is the verb?* (may be frightened) *How do you form the passive voice with modals?* (modal + *be* + past participle) Label the example on the board:

  MODAL + be + PAST PARTICIPLE

  Some cats may be frightened by loud noises.
- Read the first rule. Ask, *How could we change the sentence on the board to the active voice?* If Ss need help, write *Loud noises . . .* and have Ss complete the sentence. (may frighten some cats)
- Call on individual Ss to read the remaining example sentences.
- Call on a S to read the **Note**. Write on the board: *You don't have to wash a cat. You must not wash a cat.* Ask, *What is the difference between these two sentences?* (In the first one, it's not obligatory or necessary to do something. In the second one, it's necessary that something not be done.) Say, *The assignment doesn't have to be e-mailed.* Ask a S to restate the sentence with *must not*. Ask, *Is there a difference in meaning?* (Yes, in the first one it isn't necessary for the assignment to be e-mailed, whereas in the second sentence it is necessary that it not be e-mailed.)

GRAMMAR EXPANDER (optional, pages T124–125)

D NOTICE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss scan the Zoom-In conversation on page 56 for examples of passive modals.
- Have volunteers share the examples.

E UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Tell Ss to complete the exercise individually. Tell them to think carefully about the performer and receiver of the actions. If necessary, model item 1. Ask, *Are the dolphins performing the action of training in the sentence?* (no) Read the example statement about the receiver of the action. Ask, *So, do we need active or passive voice here?* (passive)
- After Ss complete the exercise, have them compare answers with a partner and discuss who or what is the receiver of each action.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Model the first item with the class. As a reminder, elicit from the class how passive modals are formed. (modal + *be* + past participle)
- Have Ss compare their sentences with a partner.
- Bring the class together and go over the answers.

OPTION Ask Ss to describe what's happening in the cartoon. Ask if they find it funny, and if so, why?

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- To indicate you're considering a different course of action, say *I hadn't thought of that, On second thought, . . . ,* or *Now that you mention it, . . .*
- Use *For one thing* to introduce a first supporting argument
- Say *Good point* to recognize the value of another person's argument
- Use *Right?* to ask someone to confirm the correctness of your statement

- Call on a S to read the Communication Activator title. Ask, *What are the two people in the picture probably talking about?* (traits of different pets)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What animal has the woman been thinking of getting? (a dog)
  Why are dogs high-maintenance? (They have to be walked a couple of times a day.)
  What is the other negative trait the man mentions? (Some dogs are too excitable.)
  Is the woman sure she wants a dog? (no)
- Then ask, *Do you think the man has a dog?* (probably not) Refer to the Teaching Tip below for tips on teaching inference.
- Invite Ss to identify two passive modals in the conversation. (. . . they have to be walked a couple of times a day; But I'm sure they can be trained not to be.)
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and repeat.

TEACHING TIP *Inferring* means using the information we have to make a guess we think is true. For example, the man doesn't share any personal dog stories, which suggests he doesn't have a dog. Take opportunities to encourage Ss to find answers between the lines, which are not stated explicitly. Prompt with questions and invite Ss to back up their guesses.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line.
- Have Ss repeat. Make sure they
  - use rising intonation for *Do you think that's a good idea?* and *Right?*
  - pause after *For one thing* and *On second thought*
  - use emphatic stress on *not* in *I'm sure they can be trained not to be.*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures. Play the audio. Then have them listen and repeat.
- Write on the board: *I've been thinking about getting a . . .*
- In pairs, have Ss role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using new ideas, before working with a new partner.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

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

✓ using adjectives to describe the positive and negative traits of pets
✓ using passive modals and modal-like expressions
✓ discussing the pros and cons of different pets

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

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

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Have Ss write a few sentences describing the character of their own pet or a friend's pet, as well as some problems that might occur, and solutions using passive modals. Collect the papers and read them to identify areas for review and extra practice.

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

F GRAMMAR PRACTICE | Write sentences, using passive modals.

1 Not all pets / have to / walk regularly.
Not all pets have to be walked regularly.

2 Horses / can't / ride on city streets.
Horses can't be ridden on city streets.

3 A dog / should / train when it's still a puppy.
A dog should be trained when it's still a puppy.

4 A frog / can / keep in a small aquarium on a shelf.
A frog can be kept in a small aquarium on a shelf.

5 Very young children / shouldn't / leave alone in a room with an excitable pet.
Very young children shouldn't be left alone in a room with an excitable pet.

6 A good-natured pet / ought to / give lots of love and affection.
A good-natured pet ought to be given lots of love and affection.



COMMUNICATION ACTIVATOR

Now let's describe the traits of different pets.



A CONVERSATION MODEL | Read and listen.

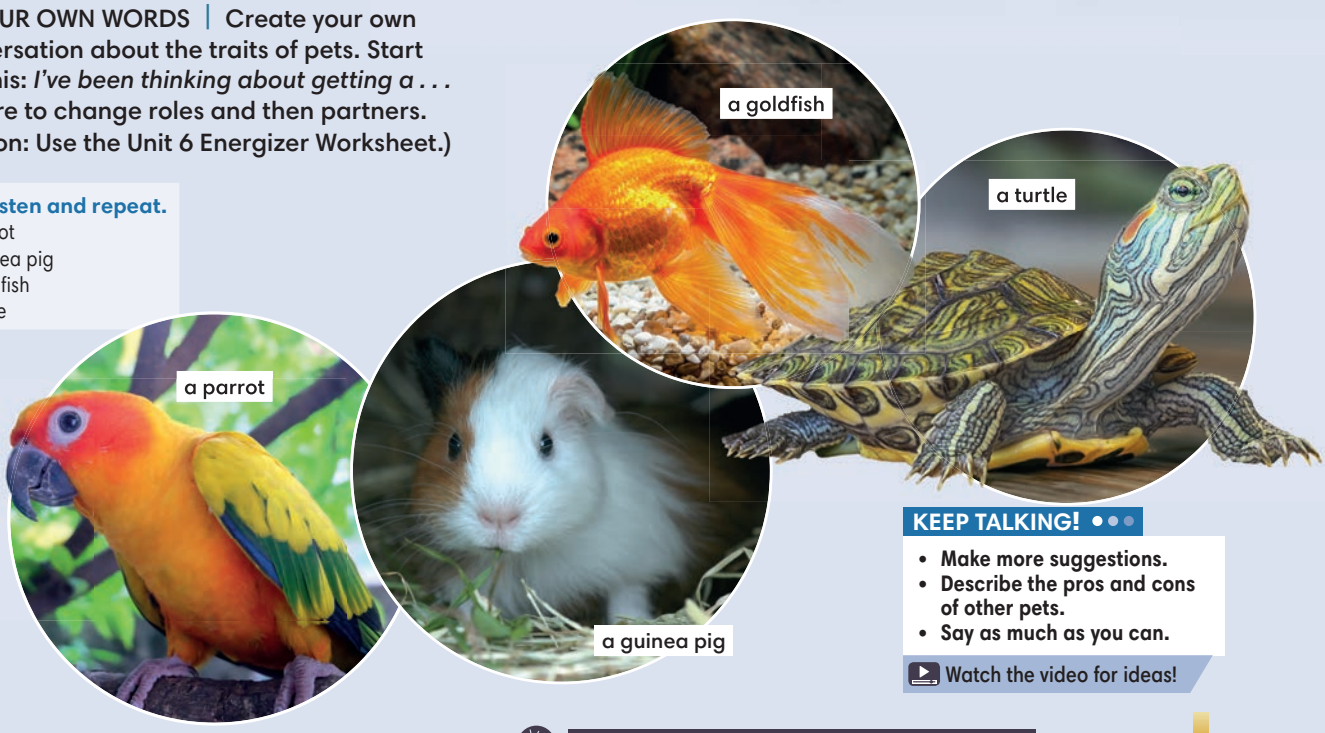
A: I've been thinking about getting a dog. Do you think that's a good idea?
B: Dogs are great, but they're a little high-maintenance. For one thing, they have to be walked a couple of times a day.
A: Good point. I hadn't thought of that.
B: And some dogs are too excitable.
A: But I'm sure they can be trained not to be. Right?
B: Not always.
A: On second thought, maybe I'll get a cat. I hear they're pretty low-maintenance.

Social language
To indicate you're considering a different course of action . . .
I hadn't thought of that.
On second thought, . . .
Now that you mention it, . . .

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

C IN YOUR OWN WORDS | Create your own conversation about the traits of pets. Start like this: *I've been thinking about getting a . . .* Be sure to change roles and then partners. (Option: Use the Unit 6 Energizer Worksheet.)

Listen and repeat.
a parrot
a guinea pig
a goldfish
a turtle



KEEP TALKING! ●●●
- Make more suggestions.
- Describe the pros and cons of other pets.
- Say as much as you can.

Watch the video for ideas!

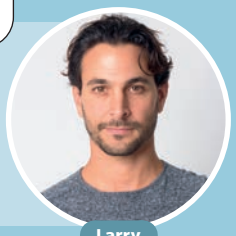
2 COMMUNICATION GOAL

Express opinions about the treatment of animals

A GRAMMAR CLOSE-UP | Read and listen. Notice the featured questions.

What's your opinion?

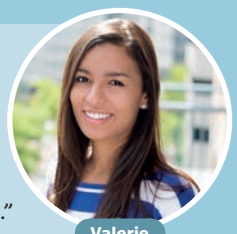
Should killing animals for sport or entertainment be banned by law?



Larry

"Absolutely! There should be laws to prohibit that. People should find ways to entertain themselves that don't involve cruelty to animals."

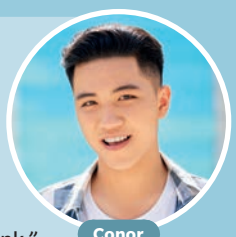
Do animals have to be used for medical research?



Valerie

"To tell the truth, I don't think it can be avoided. We can't experiment on humans, can we? But I do think research could be limited to small animals such as mice or rabbits."

Why do animals raised for food have to be kept in such filthy, crowded conditions?



Conor

"That's a good question. There's really no good reason. And it just increases the possibility of spreading disease, so it endangers our food supply. Treating food animals humanely would be a win-win solution, I think."

What can be done to protect animals from extinction?



Ellen

"Well, to begin with, their habitats—such as forests—should be protected. For example, people shouldn't be allowed to destroy them. But more importantly, we ought to stop people from hunting endangered animals. If we don't, there's no way to prevent their extinction."

B PAIR WORK | Do you agree or disagree with any of the opinions expressed in Grammar Close-Up? Explain.

C GRAMMAR | Passive modals: questions

Yes / no questions

Should hunting **be prohibited** as a sport?
Don't animals **have to be fed** antibiotics so they don't get sick?

Tag questions

Chickens can be raised humanely, **can't they?**
Animals don't ever have to be used for research, **do they?**

Information questions

What **could be done** to protect endangered animal species?
How **might** people's attitudes **be changed**?
Who **should be notified** if you see someone being cruel to an animal?
Why **shouldn't** certain animals **be used** for research?
Why **do** cats in animal shelters **have to be killed** if no one takes them home?

D GRAMMAR PRACTICE | Use passive modals to complete each question. Then practice the conversations with a partner.

1 **A:** *Should people be allowed to hunt elephants* ..... ?
(should / people / allow to hunt elephants)
B: In my opinion, no. They shouldn't.

2 **A:** *Couldn't new medications be discovered through animal research* ..... ?
(couldn't / new medications / discover through animal research)
B: I suppose. But the research should be conducted as humanely as possible.

3 **A:** *Why do chickens have to be raised in crowded conditions* ..... ?
(why / chickens / have to / raise in crowded conditions)
B: Because there's a huge consumer demand for chicken.

LESSON 2 Express opinions about the treatment of animals

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the lesson title. Call on volunteers to read the four questions in the text.
- Have Ss read the text. Play the audio if appropriate.
- To check comprehension, call on volunteers to summarize the responses to the questions.
- Have Ss read the text again, focusing on the underlined featured grammar. Ask, *What structures do you recognize in the featured grammar?* (passive modals)
- Remind Ss that Lesson 1 covered passive modal statements. Ask, *What passive modal statements can you see here?* (Valerie: I don't think it can be avoided; research could be limited to . . .; Ellen: their habitats . . . should be protected; people shouldn't be allowed to destroy them.)
- If time permits, direct Ss' attention to the phrases used at the beginning of each person's response. Refer to the Language Notes below to review the meaning. Look at the Teaching Tip below for ideas for teaching intonation.

LANGUAGE NOTES

- Larry: *Absolutely* is used to say that you completely agree with someone.
- Valerie: *To tell the truth . . .* is used to emphasize that you are being very honest.
- Conor: *That's a good question* can be used to admit that you don't know the answer, but that it's worth thinking about.
- Ellen: *To begin with . . .* is used to introduce the first point you want to make.

TEACHING TIP Bringing attention to the intonation of different phrases can help Ss learn the subtleties of spoken language. Look for opportunities in texts or audio selections to focus on specific words and phrases. For example, for Exercise A you could play the audio again. Pause after the speakers say one of the phrases discussed in the Language Notes above. Have Ss repeat the phrase, exaggerating their facial expression and body language.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss voice agreement or disagreement with the various people's comments in Exercise A.
- Bring the class together and have Ss share their views.

OPTION (+5 minutes) Tell Ss to write a post responding to the comments from one of the people in Exercise A. Monitor and assist as needed. Then bring the class together and have Ss share.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the example *yes / no* questions. To point out the difference in form between *have to* and other modal verbs, write on the board:
  Can this be done?
  Does this have to be done?
  Ask Ss to identify the modal in each example. Circle the modals as Ss respond. (Can, have to) Ask, *What is the difference in the structure of these two sentences?* (The question form of *have to* requires *Do*.)
- Write the example sentence on the board: *Don't animals have to be fed antibiotics so they don't get sick?* Underline *Don't* and *have to*. Explain that starting the question with *Don't* instead of *Do* suggests the person already believes animals need antibiotics. Ss should not confuse this use with the modal structure *don't have to* which expresses lack of obligation, for example: *Animals don't have to be fed antibiotics*.
- Have Ss read the examples of information questions. To point out the difference between information questions with *have to* and other modals, write these two examples on the board:
  Why must they be treated poorly?
  Why do they have to be treated poorly?
  Have Ss identify the modal in each sentence. (must, have to)
- Finally, call on Ss to read the examples of tag questions. Point out that the modals *must* and *might* would not typically be used in tag questions.

EXTENSION (+5 minutes) Have Ss look back to the questions in Exercise A. Ask, *Which people answer* yes / no *questions?* (Larry and Valerie) *Information questions?* (Conor and Ellen) Challenge Ss to change the existing questions into tag questions. (For example: Animals shouldn't be killed for sport or entertainment, should they? Animals have to be used for medical research, don't they? Animals don't have to be kept in such filthy crowded conditions, do they? We can protect animals from extinction, can't we?)

D GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss look at the prompts. Ask, *Which items are* yes / no *questions?* (1, 2, 5, and 6) *Which ones are information questions?* (3 and 4)
- Have Ss complete the exercise individually. Then, in pairs, have Ss practice the conversations. Assist as needed.

(Activity notes continue on page T61.)

D GRAMMAR PRACTICE (CONTINUED)

OPTION (+5 minutes) In pairs, have Ss read the questions and make up their own answers.

EXTENSION (+5 minutes) Challenge Ss to change the questions in items 1 to 3 into tag questions. (For example: 1. People shouldn't be allowed to hunt elephants, should they? 2. New medications could be discovered through animal research, couldn't they? 3. Chickens don't have to be raised in crowded conditions, do they?)

PRONUNCIATION LESSON (optional, page T135)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Direct Ss' attention to the third picture and ask a S to read the sample writing.
- Encourage Ss to write different question types, including a tag question. Elicit other modals besides *should* that Ss could use for the different scenarios. (have to, must, could, might)
- Ask Ss to look at the pictures and identify the animals. (horses, dog, bears, mouse, cow) Ask, *What can you see in the fifth photo?* (a hide, or an animal's skin that has been removed to make leather) Make sure Ss know that *slaughter* means to kill an animal for its meat.
- Monitor as Ss write questions. Assist with structures as needed. Ss may need guidance in understanding infinitives of purpose for *be raised [in order] to race, be harmed [in order] to make medications safe,* and *be killed [in order] to make clothing*.

B PAIR WORK

Suggested time: 15 minutes | Your time:

- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these expressions in their descriptions. Also encourage them to use the introductory phrases from Exercise A on page 60: *Absolutely! To tell the truth . . . That's a good question. Well, to begin with . . .*
- Ask two volunteers to read the example conversation. Ask, *What are the passive modal constructions?* (have to be harmed; shouldn't be treated; have to be protected)
- Then in pairs, have Ss ask each other the questions they wrote in Exercise A. Monitor Ss' conversations.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Call on pairs to summarize their ideas for the class.
- Once everyone has shared an opinion on each topic, ask, *What is the general opinion of the class?* (For example: Most people in class think that small animals should be used for medical research, but they should be treated humanely.)

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

- ✓ forming passive modal questions correctly and using a variety of modals
- ✓ using vocabulary to express opinions about the treatment of animals
- ✓ discussing various ways animals need to be protected from mistreatment

CLOSURE ACTIVITY (+5 minutes) Write on the board: *Animals can be saved from extinction, can't they?* Say, *Prepare a short oral response.* Tell Ss to choose three key points they want to make. Tell them to use a variety of modals such as *have to*, *could*, *should*, *must*, and *might* in their answers. Monitor and listen to identify areas for review and extra practice.

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

4 **A:** *How might people's enthusiasm for bull fighting be changed* ?
(how / might / people's enthusiasm for bull fighting / change)

B: To tell the truth, since it's such a strong cultural tradition in some places, I'm not sure it's even possible.

5 **A:** *Shouldn't animals be used to improve people's lives* ?
(shouldn't / animals / use to improve people's lives)

B: Maybe, but I don't think they ought to be treated inhumanely.

6 **A:** *Can't endangered animals be protected* ?
(can't / endangered animals / protect)

B: Yes. I think it's possible and very important.

PRONUNCIATION LESSON p. 135
Sound reduction

COMMUNICATION ACTIVATOR

Now let's express opinions about the treatment of animals.

A TALKING POINTS | Using the cues, write questions about the treatment of animals for you and your classmates to discuss. Use a variety of passive modals or modal-like expressions.

Should animals be locked up in cages?

raise / to race for entertainment



make / to fight / for sport



lock up in cages



harm / to make medications safe for humans



kill / to make clothing



treat more humanely / before they're slaughtered for food



B PAIR WORK | Using your questions from Talking Points, compare your opinions. Agree and disagree, supporting your opinions and saying as much as you can.

Do you think animals have to be harmed to make medications safe for humans?

Actually, I think it's morally wrong. Animals shouldn't be treated that way.

I see your point, but humans have to be protected. I think that comes first.

KEEP TALKING! ●●●

- **Ask questions about your partner's opinions.**
- **Agree and disagree politely.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

I couldn't agree with you more.
I completely agree.
You're so right.

I see what you mean, but . . .
That's one way to look at it, but . . .
I'm [not in favor of / opposed to] . . .
I'm sorry, but I have to disagree.

3 COMMUNICATION GOAL Compare animal and human behavior

A VOCABULARY | Animal physical features and social groups | Read and listen. Then listen again and repeat.

PHYSICAL FEATURES


a paw


claws


hooves (singular: a hoof)


a fin

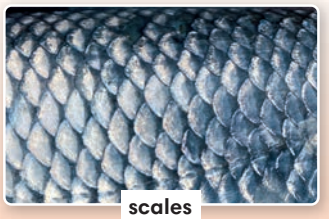

a wing


a beak


a tail


a horn


fangs


scales


feathers


fur

SOCIAL GROUPS


a herd of sheep


a flock of birds


a school of fish


a pack of wolves


a colony of ants

B ACTIVATE VOCABULARY | With a partner, complete the chart with animals from pages 57 and 59.
Possible answers:

Animals with paws	**Animals with fins**	**Animals with fangs**
dogs, lions, foxes, mice, rabbits, guinea pigs	*goldfish, seals, dolphins*	*lions, foxes, dogs, crocodiles*
Animals with claws	**Animals with scales**	**Animals that travel in packs**
dogs, foxes, mice, rabbits, lions, parrots, guinea pigs, turtles, crocodiles, roosters	*goldfish, crocodiles, turtles, frogs*	*wolves, dogs*
Animals with hooves	**Animals with horns**	**Animals that gather in herds**
horses, bulls, sheep, pigs, cows	*bulls, sheep*	*sheep, cows, elephants, horses*

C LISTEN FOR MAIN IDEAS | Listen to Part 1 of the lecture and answer the questions. *Possible answers:*

1 What is animal instinct? *1. Animal instinct is behavior that does not need to be learned.*

2 What is the difference between an animal that is a predator and one that is prey?
2. Predators are animals that hunt other animals for food; prey are animals hunted by predators.

LESSON 3 Compare animal and human behavior

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss to scan the pictures and words and phrases for physical features and social groups.
- Have Ss read and listen.
- Then ask them to listen again and repeat.

LANGUAGE NOTES

- In English, there are a number of specialized words for animal social groups, such as a *gaggle* of geese, a *pod* of dolphins, and so on. The ones in Exercise A are common group names and are generic enough for Ss to use for a variety of animals and insects.
- *A pack* is a generic term for a group of wolves or other predators. A group of lions, however, is called *a pride of lions*.

CHALLENGE (+5 minutes) Write these collective nouns for animal groups on the board: *den*, *flutter*, *swarm*, *troop*. Have Ss search online for which creature each name applies to. Alternatively, you can provide this word bank on the board for Ss to match with the words: *monkeys*, *bees*, *butterflies*, *snakes*. (a troop of monkeys, a swarm of bees, a flutter of butterflies, a den of snakes) Ss can explore further terms. Ask, *What might be a good search term to help you find these?* (For example: *what is group of [monkeys] called* or *collective noun [monkeys]*)

EXTENSION (+10 minutes) Have Ss write riddles for other Ss to guess using the vocabulary in Exercise A. Tell Ss to write several sentences. Write an example on the board: *This animal has claws, fur, and a tail. It can be brown, black, or white, and probably some other colors. It doesn't live in a social group. It just lives with its own family. What is it?* (a bear)

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Call on Ss to read the headings in the chart, referring back to the vocabulary in Exercise A.
- Assist as needed while Ss complete the chart. Encourage them to write at least two examples per category.

C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Invite Ss to preview the questions. Write these terms on the board: *animal instinct, predator, prey*. Point out that explanations of these words are given in the lecture. Encourage Ss to take notes about these words when listening. Tell them that their answer to each question should just be one sentence.
- Play the audio for Ss to listen.
- Have Ss compare answers in pairs.
- Then bring the class together. Call on a volunteer to answer the first question. Then ask for an example of animal instinct from the lecture. (All animals instinctively reproduce and care for their young, and they instinctively behave in certain ways to survive in nature.) Next, call on a volunteer to answer the second question. Then elicit examples of predators and their prey from Ss' own knowledge. (For example: lion / zebra; fox / rabbit; bear / fish)

LANGUAGE NOTE The word *flight* is a noun that means an *escape*—when you leave a place to get away from a dangerous situation. The verb form is *flee*, which means to leave somewhere very quickly to escape from danger.

EXTENSION (+5 minutes) Write on the board: *social groups to ensure protection* and *social groups to ensure attack*. Ask, *Which category refers to prey?* (ensure protection) *Which category refers to predators?* (ensure attack) Have Ss name examples of the two types of social groups from the lecture. (to ensure protection: a school of fish, a flock of parrots; to ensure attack: a group of lions) Invite Ss to suggest other examples. (For example: Zebras are safer in large numbers since their stripes blend together and create a camouflage, and packs of wolves cooperate to hunt a moose or an elk.) Point out that a social group can both ensure protection and ensure attack at the same time. The lecture states that hunting in packs allows predators to ensure their own survival.

D LISTEN FOR SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Tell Ss to preview the statements. Tell them to mark *T* or *F* with a pencil if they think they know the answer.
- Play the audio.
- Have Ss work individually to identify the statements as true or false. Then have them compare answers with a partner, giving explanations.
- Review the answers as a class.

E UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss the questions.
- If appropriate, play the audio again.
- For question 1, play paragraph 4 starting with *Another aspect of . . .* For question 2, refer to the audio script and play paragraph 5 starting with *Aside from causing . . .*

F APPLY IDEAS

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss complete the exercise individually. If they get stuck, refer them to the animals on pages 57 and 62 for ideas. Assist as needed.
- In pairs, have Ss compare answers.
- Bring the class together and have Ss share answers.

G LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask volunteers to read the questions.
- Write *instinct* on the board. Review the definition from Part 1 of the lecture. (behavior that does not need to be learned)
- Have Ss listen once and take notes.
- Then have Ss listen again to answer the questions.
- Bring the class together and have Ss share answers.

H APPLY IDEAS

Suggested time: 5 minutes | Your time:

- Write on the board: *Learned behavior versus instinct*. Review the difference from Exercise G, item 1.
- In pairs, have Ss read the situations and discuss their reasons for classifying each behavior as either learned or instinctual behavior.
- Bring the class together and have Ss share answers.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have Ss look at the two photos. Elicit words or ideas that come to mind when seeing these photos side by side. Write Ss' reactions on the board. (For example: funny, true, herd of people)
- Call on volunteers to read the questions. Tell Ss they will have to take the information they learned about animals and try to think about how it might apply to human behavior.
- Monitor as Ss write notes to answer the questions. Hint to Ss to think about learned versus instinctual behavior. Remind Ss about the fight or flight response, which humans also experience.

B GROUP WORK

Suggested time: 5 minutes | Your time:

- Call on two volunteers to read the example statements.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these words in their discussions.
- Have Ss share their ideas in groups, referring to their notes in Talking Points.
- Time permitting, bring the class together and summarize ideas.

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

✓ comparing animal and human behavior

✓ using vocabulary for positive and negative traits, and for social groups

CHALLENGE (+20–30 minutes) Write *fight or flight* on the board. Point out that fear triggers the response to either fight or escape. For homework, ask Ss to find out more information about this response to fear. They can look up how it works in humans or in other animals, and compare and contrast the responses in both. Have Ss write up their information or prepare a presentation for the class.

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write these questions on the board and tell Ss to answer them using concepts covered in the lesson:

1. *Do large groups of people have leaders and followers like animals?*
2. *How are leaders chosen by animals? How are leaders chosen by humans?*
3. *Why might people choose to walk with a group of people at night instead of walking alone?*

Collect the papers and read them to identify areas for review and extra practice.

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

D LISTEN FOR SUPPORTING DETAILS | **Listen again. Write T (true) or F (false). Explain your answers.**

F 1 Predators always hunt in packs. *1. Some predators hunt alone.*

T 2 Traveling in packs helps predators hunt more efficiently.

F 3 Predators differ from prey because predators have to fight for a dominant position in the pack. *3. Hierarchy exists in both predator and prey animal groups.*

T 4 Being part of a flock provides parrots with the benefits of social interaction and affection.

E UNDERSTAND FROM CONTEXT | **With a partner, explain each of the following. Listen again if necessary.**

Possible answers:

1 What's the meaning of "fight or flight"? *1. When predators approach their prey, that prey will try to run away and escape as quickly as possible (flight). If the animal can't do that, it will try to stand its ground and drive the predator away (fight).*

2 What does it mean for an animal to be "dominant" in a social group? *2. The role of a dominant animal in a social group is to protect the group and increase its chances for survival.*

F APPLY IDEAS | **Based on the definition of predator and prey, complete each item with animals you are familiar with. Then, with a partner, compare and explain your answers.** *Possible answers:*

1 Three animals that are predators: *lions*, *eagles*, and *wolves*.

2 Three animals that are prey: *rabbits*, *chickens*, and *sheep*.

3 Three animals that can be both predators and prey: *cats*, *crocodiles*, and *foxes*.

4 A predator that hunts alone for its food, rather than as part of a social group: *snake*.

G LISTEN FOR MAIN IDEAS | **Now listen to Part 2 of the lecture and answer the questions.** *Possible answers:*

1 What's the difference between learned behavior and instinct? *1. Instinct is behavior that an animal is born with. Learned behavior is behavior that an animal has to learn through experience.*

2 What are two examples of learned behavior from the lecture? *2. Learning which hunting techniques work; a dog obeying its owner's command.*

H APPLY IDEAS | **Which of the following do you think illustrate learned behavior and which illustrate instinct? Explain your reasons, based on information from the lecture.** *Possible answers:*

a A hungry baby bird opens its beak wide so that an adult will put a worm inside. *a. Instinct; they don't have to learn how to do this.*

b A baby rabbit quickly follows its mother to get away from a predator. *b. Learned behavior; the baby rabbits learn from the mother what do to when in danger.*

c A kitten—or baby cat—responds to what it perceives as danger by showing its fangs and trying to look bigger. *c. Instinct; an animal isn't taught fight or flight. This behavior is programmed into animals at birth.*

COMMUNICATION ACTIVATOR

Now let's compare animal and human behavior.

A TALKING POINTS | **Write brief notes to answer each question with your own ideas.**

1 **In what ways do humans behave like herd animals in herds or packs?**

2 **In what other ways do you think humans behave like animals?**

3 **In what ways are humans completely different from other animals?**

4 **In what ways are humans predators? In what ways are they prey?**

B GROUP WORK | **Use your Talking Points to share ideas. How are animals and humans similar and different?**

"I think humans and animals both like the safety and social interaction of groups."

"Humans are more able to use their intelligence to respond to danger."

RECYCLE THIS LANGUAGE

playful
affectionate
devoted
aggressive
destructive
intelligent
frightening
filthy





4 COMMUNICATION GOAL

Discuss how to protect animals from extinction

A READING | Read about some of the dangers to animal species today. Which seem to you to be the most challenging to overcome?



UNDER THREAT OF EXTINCTION

According to the Center for Biological Diversity, 30%–50% of all the earth's animal species could be headed for extinction by the year 2050. An estimated 99% of those species are endangered because of human activities. Here are some causes.



POLLUTION AND GLOBAL WARMING

Because they breathe and drink partly through their skins, amphibians, such as frogs and salamanders, are sensitive to environmental changes. Populations of frogs, for example, have been declining since the 1960s at an alarming rate all over the world. Yet no one knows for sure why. Contamination of the water the frogs live in is a likely culprit, as well as temperature changes from global warming. Does it matter if frogs disappear? As predator, frogs play a key role in reducing insect populations, and as prey they are an important food source of fish, birds, and other species.

INVASIVE SPECIES

Numerous non-native species of animals have been introduced into new habitats around the world, sometimes with catastrophic results. In the U.S. in the late 1990s, one of the world's largest snakes, the Burmese python, began to appear in the marshes of the Florida Everglades when pet owners, who no longer wanted their fast-growing reptiles, illegally released them into the wild. With no natural predators to stop them, an estimated 100,000 of these snakes have made local animals their prey, including birds, other reptiles such as alligators, and local mammals like rabbits, foxes, and deer. Some native mammal species have completely disappeared from the region as a result. And the snakes have even been known to occasionally eat pet cats or dogs. Unfortunately, the python's diet has also included some critically endangered animal species, increasing the likelihood of their extinction.



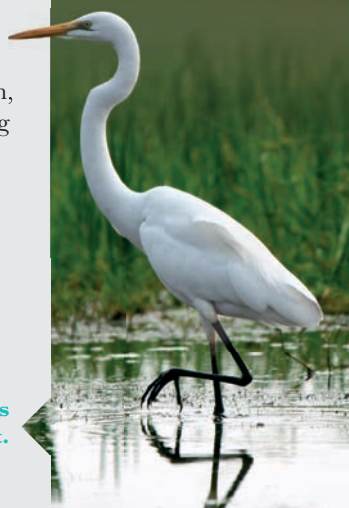


POACHING

According to the African Wildlife Foundation, an estimated 35,000 African elephants are killed each year due to illegal hunting. These majestic mammals are hunted primarily for their ivory tusks. Considering the astronomical prices people are willing to pay for ivory on the world market, poaching is difficult to stop. After years of illegal hunting, the size of herds in Africa had declined by about 60% through the 1980s, but efforts to reduce hunting by banning the sale of ivory helped reverse that decline. Unfortunately, as ivory became scarcer and scarcer, its price has gone sky high, and poaching has become more and more lucrative. For that reason, poaching is on the rise again, putting elephants in danger once more.

DUMPING OF PLASTICS

In addition to overhunting, overfishing, and deforestation, which contribute to the extinction of animals, a newer threat is posed by the amount of plastic that has entered the environment due to its increased use in containers and other packaging. These items are dumped into the world's oceans and landfills, endangering fish, marine and land mammals, and birds. Sadly, it has become increasingly common to find toxic plastic items in the stomachs of dead animals.



Plastics endanger birds such as the egret.

LESSON 4 Discuss how to protect animals from extinction

A READING

Suggested time: 20 minutes | Your time:

- Draw Ss' attention to the title of the article. Review that *extinction* is a noun. Elicit the adjective form. (extinct) Elicit or offer an example sentence. (For example: Scientists are worried that these animals will become extinct.) Ask, *What does* under threat of *mean?* (in danger of)
- Call on Ss to identify the animals on the page. (frog, salamander, python, deer, elephant, egret) Ask, *What physical features from Exercise A on page 62 can you see here?* (horns, feathers, beak, fur, scales, tail, hooves) Finally, ask, *Are these animals extinct?* (No, they are in danger of becoming extinct.)
- Read the directions and the target question: *Which seem to you to be the most challenging to overcome?*
- Invite Ss to preview the article by reading the introduction under the title, as well as the heading of each paragraph. Ask, *Do you think the image of the python is connected to the deer? Do you think the python could eat the deer?* For further tips on previewing text, see the Teaching Tips on this page.
- Have Ss read the article. If appropriate, play the audio for Ss to follow along.
- As Ss read, tell them to underline information in the article that will help them answer the target question.
- Bring the class together. Have volunteers share their answers to the target question. Ask them why they consider that danger to be the most challenging to deal with. Most learners will probably identify pollution and global warming as the most challenging.

LANGUAGE NOTES

- A *species* refers to a group of animals or plants whose members are similar and can breed together to produce young animals or plants.
- *Decline* means to decrease in quality or quantity.
- *Alarming* means frightening or upsetting.
- A *culprit* is someone found guilty of doing something wrong.
- *Invasive* means invading or moving into all areas and difficult to stop.
- A *marsh* is an area of low flat ground that is always wet and soft.
- *Ban* means to officially prevent something from being used or done.
- *Scarce* means available in only very small quantities.
- *Lucrative* means producing a lot of profit.
- The verb *pose* is often used before *a threat* to mean *be a threat*.

OPTION (+5 minutes) Divide Ss into four groups. Assign each group one section of the article. Ask them to circle every animal or animal category mentioned in the section. Tell Ss they will practice scanning, moving their eyes across the page looking for animal names. Have each group send one volunteer to write all the words in the section on the board. (Pollution and Global Warming paragraph: amphibians, frogs, salamanders, insect, fish, birds; Invasive Species paragraph: snakes, Burmese python, birds, reptiles, alligators, mammals, rabbits, foxes, deer, cats, dogs; Poaching paragraph: African elephants; Dumping of Plastics paragraph: fish, marine mammals, land mammals, birds, egret [in caption]) Ask, *Did you notice more animal words doing this scanning than you did in your first reading?*

TEACHING TIPS

- Previewing helps Ss activate what they already know about a topic. It can also stimulate their curiosity. For example, the section *Invasive Species* in the article is next to the picture of the python. Ss might wonder, *How is the python invasive?* and be eager to keep reading. Train Ss to always look at titles, subheadings, and photos, and to skim the text for a general idea of what it is about.
- When Ss ask about the meaning of words, avoid automatically giving a definition or synonym. Instead, prompt with questions to encourage Ss to look at the context and try to work out meaning. Guessing meaning from context is an important reading skill. Alternatively, invite other Ss to help give the meaning of a word or an example of its use. Personalizing with examples helps Ss remember new words. In addition, sharing knowledge with one another helps Ss build confidence and mutual trust.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Encourage Ss to try to complete the exercise without looking back at the article.
- Then have them find each word in the article and confirm that they chose the correct answer. Refer to the Teaching Tip below to help Ss use the process of elimination with multiple-choice questions.
- Bring the class together and go over the answers.

TEACHING TIP A process of elimination refers to figuring out which items in a multiple-choice question are definitely not the answer. This can help lead to the correct answer. One way to eliminate wrong answers is to try out the answer choices in the place in the text where the vocabulary word is. In this way, one or more of the choices will easily be eliminated as incorrect.

C RECOGNIZE CAUSE AND EFFECT

Suggested time: 10 minutes | Your time:

- Read the Exercise C heading and the directions. If appropriate, review cause and effect by asking, *What is a cause?* (the reason that something happens) *What is an effect?* (what happens as a result of the cause)
- To practice, point to the phrase *under threat of extinction* in the title of the article. Ask, *Is this a cause or an effect?* (an effect) *What are the causes?* (pollution and global warming, invasive species, poaching, and dumping of plastics)
- Draw a chart on the board. In pairs, have Ss look at the questions, copy the chart, and fill it in. Assist as needed.

	Cause	***Effect***
1	*extinction of frogs*	*[answers will vary]*
2	*introduction of Burmese python*	*[answers will vary]*
3	*poaching*	*difficult to stop because . . .*
4	*dumping of plastics*	*disaster for the world's animals because . . .*

- Spot-check pairs' charts. Make sure Ss can see that the information they have written under *Effect* is the answer to items 1, 2, and 3. The cause-and-effect chain in item 3 is more complex, because efforts to stop elephant poaching increased the price of ivory, which then led to more poaching.
- Bring the class together to go over the answers.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Clarify that Ss will work in pairs to discuss the questions. Then they will make their own notes individually. Tell Ss they do not need to have the same opinion as their partner.
- Direct Ss' attention to the photos and captions. Item 2 on the questionnaire relates to the logging image, and item 3 relates to the ecotourism image.
- Assist as needed. Remind Ss to refer back to the article if appropriate.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Call on individual pairs to share their opinions for specific questions from Talking Points. For example, read item 1 and say, *[Peter and Hannah], what ideas do you have about this topic?* Refer Ss to the optional Soft Skills Booster on page 156 for ways to provide reasons for positive and negative opinions. Allow other Ss in the class to respond to each pair's views. Ask a volunteer to share a statement reflecting the majority opinion in the class.
- Continue until all the questions have been discussed. Alternatively, combine pairs into groups of four and have them share their opinions.
- Monitor as Ss speak. Prompt with questions as needed.

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

✓ thinking critically about the causes and effects of extinction

✓ discussing a variety of ways to protect animals from extinction

WRITING HANDBOOK (optional, page T146)

CLOSURE ACTIVITY (+5 minutes) Write on the board:
1. Poachers should be imprisoned for life.
2. Plastic bags should be banned.
Instruct Ss to write a statement for or against each of these topics, supporting their point of view. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading 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.

B UNDERSTAND FROM CONTEXT | Choose the correct meaning for each word.

b 1 a habitat
- a the food animals eat
- b the place animals live
- c the number of species

b 2 contamination
- a food sources
- b pollution
- c temperature change

a 3 invasive
- a coming from a different habitat and replacing native species
- b susceptible to being replaced by non-native species
- c in danger of extinction

b 4 deforestation
- a increase in the growth of forests
- b the removal or destruction of trees
- c the disappearance of a species

C RECOGNIZE CAUSE AND EFFECT | With a partner, discuss the questions.

1 How might the environment be affected by the extinction of frogs?
2 Why was the introduction of the Burmese python in Florida considered catastrophic?
3 Why is poaching so difficult to stop?
4 How is dumping of plastics a disaster for the world's animals?

Possible answers for Exercise C
1. *Frogs play a key role in reducing insect populations, and they are an important food source for other species, such as fish and birds.*
2. *With no natural predators to stop them, the pythons have eaten native species, pet cats and dogs, and some endangered species.*
3. *Because ivory prices have gone sky-high, poaching is even more lucrative now.*
4. *Dumped into the world's oceans and landfills, plastics endanger fish, marine and land mammals, and birds.*

COMMUNICATION ACTIVATOR

Now let's discuss how to protect animals from extinction.

A TALKING POINTS | With a partner, discuss and write notes to complete the questionnaire.

1 Do you think humans ought to be responsible for the protection of endangered animal species? If so, why? If not, why not?

2 What do you think is more important—providing more land for farmers or protecting animal habitats? Explain your reasons.

3 In what ways do you think protecting wildlife could generate jobs and provide income for people who need it?

4 Do you think an invasive species should be killed off in order to protect native species? Explain your reasons.

5 Do you think it's more important to protect certain types of animals (such as mammals and birds) than it is to protect others (such as reptiles or amphibians)? Explain your reasons.



B DISCUSSION | With your class, share the ideas from Talking Points that you discussed with your partner. Write summaries of your classmates' opinions on the board. (Option: Use the Unit 6 Soft Skills Booster, p. 156.)

WRITING HANDBOOK p. 146
- **Skill** Supporting a point of view
- **Task** Write a persuasive essay

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe the traits of different pets.
- ☐ Express opinions about the treatment of animals.
- ☐ Compare animal and human behavior.
- ☐ Discuss how to protect animals from extinction.

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

1 APPLY TO A VACATION LANGUAGE COURSE

Apply for a three-month vacation course in language and culture at the Connectivity Language and Culture Institute (CLCI). Fill out the application and, on a separate sheet of paper, draft a personal statement you will attach to the application.

Connectivity Language and Culture Institute

VACATION COURSES
Application for Admission

IMPORTANT: CLCI has three centers in different parts of the world. If you are accepted, you may choose which center to attend.

e-mail address _____ confirm e-mail address _____

A Enrollment Information

1 Legal Name * Last _____ * First _____ Middle Initial _____ * Required information

2 * Date of Birth / / 3 Gender _____

4 * Legal Address _____

Mailing Address (if different from above) _____

5 Telephone * Home/Work _____ Mobile _____

By providing your mobile number, you are giving permission to the college to send out text message notifications.

6 Educational Level (number of years past secondary school you have completed) _____

7 Level of English (check for each skill)

	Beginner	Intermediate	High Intermediate	Advanced / Native
Listening	○	○	○	○
Speaking	○	○	○	○
Reading	○	○	○	○
Writing	○	○	○	○

8 All students are enrolled in the main course in Language and Culture from Monday through Friday. You can choose one optional weekend workshop to enrich your understanding of the local culture. (4 hours)

○ Cooking ○ Family life
○ Music and the arts ○ Religion
○ Sports

B Personal Statement (must be attached): Briefly tell us about yourself and why you would like to take one of our courses. (100 to 200 words)

Exchange personal statements with a partner, checking for any errors or unclear ideas. Suggest improvements. Revise and finalize your own statement.

Using your personal statement as a starting point for a discussion, tell your partner more about your feelings about living away from home: your excitement, your hopes, and any fears you have.

2 Choose a program

Imagine that you and your partner have been accepted to the CLCI and have won all-expenses-paid scholarships for a vacation course.

- Do an Internet search for information about Concord, Massachusetts; Sydney, Australia; and Les Baux-de-Provence, France.
- Discuss and together write the pros and cons of each place.
- Together choose one of the programs.
- Compare and discuss the choices other pairs of classmates have made. Say as much as you can.

Connectivity Language and Culture Institute

Concord, Massachusetts, U.S.!

Lovely historic small-town America





Quick facts

Population: 18,900
Housing: Airbnb (optional)
Food: School café (2 meals per day)
Transportation (free mini-bus to classes)
Class size: 4–8
Hours per week: 20

pros	cons

Extend-It 3

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

1 APPLY TO A VACATION LANGUAGE COURSE

Suggested time: 40 minutes | Your time:

Note: In Activities 1 and 2, Ss apply to a vacation language course and choose a program. Activity 3 involves role-playing renting an apartment.

- Read the directions. Ask, *Have you, or has someone you know, participated in a course like this? Is this something that would interest you?*
- To confirm understanding of the directions, ask, *What does applying to CLCI require?* (filling out an application form and writing a personal statement) Point to the bottom of the application form. Ask, *How do applicants submit their personal statement?* (They attach it to the application.) *How long should it be?* (100 to 200 words)
- Point to *Connectivity* on the form and ask, *Where have you seen this logo?* (in this Student's Book) Ask, *Do you typically prefer to fill out a form online or by hand? Why?*
- Have Ss complete the form individually. Assure Ss that if they don't want to write their own date of birth or other personal information, they can make these details up.
- Note that the level *Native* is a term often used for extremely advanced students. It doesn't indicate that the speaker is actually a native speaker.
- Part B: Ss can either write the personal statement in class or for homework. Note that if you are using the optional Writing Handbook, writing a personal statement is covered in Unit 3. In preparation for writing the personal statement, ask, *What is the purpose of a personal statement?* (to introduce yourself and explain why you are a good candidate) *What else are personal statements used for?* (school applications, jobs, scholarship applications) Explain that a personal statement is an opportunity to stand out. Ask, *What tone do you think a personal statement should have?* (For example: confident, not too formal and not too casual) Point out that the tone should never be arrogant. Elicit some ways to start this personal statement. (For example: I'm applying to CLCI because . . . ; I have always wanted . . .) Encourage Ss to be original and share an interesting personal experience.
- In pairs, have Ss exchange personal statements and give each other feedback. Assist as needed. Confirm or correct any feedback that Ss give each other.
- Have Ss finalize their personal statement for homework and hand it in for feedback.
- Finally, have Ss work in pairs to discuss their feelings about going on the CLCI vacation course.

LANGUAGE AND CULTURE In American dates, the month comes first. In British English, the day comes first.

OPTION (+5 minutes) Ss can compare and discuss points 7 and 8 of the application form as well. Encourage Ss to ask and answer questions about the preferences in point 8.

2 CHOOSE A PROGRAM

Suggested time: 25 minutes | Your time:

- Read the first part of the directions. Ask, *How do you think a school like this might decide who should receive scholarships?* (For example: based on financial need; based on a very well-written personal statement)
- Then move on to the four bullets. After reading the first bullet, write the names of the three places on the board. Refer to the Language and Culture notes below for the pronunciation of *Les Baux-de-Provence*. Direct Ss' attention to the picture of each place and elicit a description. (Concord: pretty shops and some trees; Sydney: gorgeous ocean and beach; Les Baux-de-Provence: beautiful historic village) Then read the other bullets. Point out that pairs may have different pros and cons, but they will have to evaluate them and then agree on one program for both to attend.
- Monitor as Ss discuss the three choices and write down the pros and cons. Explain vocabulary as needed, referring to the Language and Culture notes. Clarify that for the Sydney program, transportation is not necessary or *not applicable* because everything takes place on-site.
- Once pairs have made their selections, tell them to join another pair to compare and discuss their choices. Listen to the group discussions and prompt with questions if needed.

LANGUAGE AND CULTURE

- Point out that *Les Baux-de-Provence* is pronounced /le bo də provans/. This is the official name of the village, but it is normally referred to simply as *Les Baux* in conversation.
- *Small-town America* refers to any town with a small population. People in such towns are known for being friendly, kind, and honest. Everyone knows everyone, and people can rely on one another.
- *The Land Down Under* is a common nickname for Australia because it is located below the equator. This nickname was first used by a team of early European explorers.

3 RENT AN APARTMENT

Suggested time: 25 minutes | Your time:

- Ask, *Which location gives an option of on-site rooms for accommodation?* (Sydney) *What is the accommodation in Concord?* (Airbnb) *Les Baux-de-Provence?* (homestay or local apartments)
- Ask, *Have you ever had to find an apartment or room to live in? If yes, where was this? Did you have roommates? How would you describe the process of finding an apartment?*
- Say, *This activity is about renting an apartment.* Have Ss glance at the two pictures in the listings and poll, *Who likes Apartment 1 from the picture? Who likes Apartment 2?*
- Read the first part of the directions. Form pairs and then groups of four. In each group of four, two Ss are renters. The other two Ss are the owners of Apartment 1 and Apartment 2. Tell them to read the directions that apply to them.
- Instruct renters to discuss their requirements and note them on the notepad titled *Renters' requirements.* Make sure renters understand that they will be living in the apartment together as roommates, so they should put requirements that meet both their needs.
- The owners discuss and fill in the information for each of the two apartments they have to offer. Tell them to make the two apartments very different.
- Assist as needed.
- Read the second part of the directions. Tell Ss to role-play a conference call or a video call where all four people can hear and participate in the conversation easily. Alternatively, have one renter role-play a call with one owner and the other renter role-play a call with the other owner. Then renters discuss which apartment best meets their needs. Tell renters they may need to compromise on what they want. Finally, renters confirm their choice with the owners.
- Answer any questions. Help with language to express concerns, needs, and individual requirements as the renters come to a decision.
- Write these questions on the board to discuss once the class comes together:

  Renters, was it difficult for you to agree on an apartment?

  Do you think you and your roommate could successfully find an apartment in real life?

  Owners, what was important to your renters? Were you able to provide them with a suitable option in the end?

Connectivity
Language and Culture Institute

Sydney, Australia!
The cultural capital "down under"



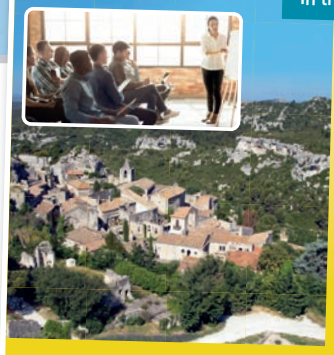
Quick facts

Population: 5.23 million
Housing: On-site rooms or local apartments (optional)
Food: On-site cafeteria
Transportation [n/a]*
Class size: 15
Hours per week: 18
* not applicable

pros	cons

Connectivity
Language and Culture Institute

Les Baux-de-Provence, France!
In the heart of the French countryside



Quick facts

Population: 391
Housing: Homestay with local families or local apartments (optional)
Food: Breakfast and dinner with family or on your own
Transportation: motorbike (provided)
Class size: 6–10
Hours per week: 20

pros	cons

3 Rent an apartment

Work in two pairs: two roommates who want to rent an apartment and two apartment owners. Prepare for a role play.

- RENTERS: Discuss and make notes on the notepad of what you want / need in your apartment.
- OWNERS: Discuss and complete the details of the two apartments you have to offer.

Renters' requirements
maximum rent per month
number of rooms
appliances needed
phone / Internet / TV
other amenities
rules
other

Apartment 1



Monthly rent*:
Number of rooms:
Description:

Number of bedrooms:
Is there Wi-Fi? (Yes / no)
Is there a washer and dryer? (Yes / no)
What appliances are there in the kitchen?

What floor is it on?
Elevator / stairs? (circle one)
What's the neighborhood like?

What are the rules / policies?

Other details:

* Set the rent in local currency for the city you chose. Find realistic rents online by searching for an apartment there.

Apartment 2



Monthly rent*:
Number of rooms:
Description:

Number of bedrooms:
Is there Wi-Fi? (Yes / no)
Is there a washer and dryer? (Yes / no)
What appliances are there in the kitchen?

What floor is it on?
Elevator / stairs? (circle one)
What's the neighborhood like?

What are the rules / policies?

Other details:

* Set the rent in local currency for the city you chose. Find realistic rents online by searching for an apartment there.

Role-play a telephone call to get and give information about the apartments. Based on the conversation, the two roommates decide which apartment to rent and tell the owners.

UNIT 7

Shopping and Advertising

PREVIEW

A REACTIONS TO ADVERTISEMENTS | **Listen to the reactions of two people to an advertisement. Which person do you think has a more realistic perspective? Explain.**

B ZOOM-IN | **Read and listen to a husband and wife discuss shopping. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Cliff = US (standard)
Gina = US (regional)

Cliff: Are you leaving?
Gina: Yeah, I am. Be back at four, OK?
Cliff: OK! Where are you off to?
Gina: The mall, for some "retail therapy." They're having a big sale at Larson's, and I need a new pair of running shoes and some stuff for the house . . . And I've been thinking of someone's birthday coming up. I thought I'd do a little browsing.



Cliff: That's so sweet of you, but you know how I feel about presents. How about the two of us just cook ourselves a special dinner that night to celebrate, and you make me one of your carrot cakes? That'd be enough self-indulgence for me.
Gina: Aw, Cliff. That's letting me off too easy. I would have made you that cake anyway. I'd really like to get you something, even if it's not a big deal. Just to mark the occasion.
Cliff: You know me, Gina. I'm just not that into "things." And besides, I really don't need anything right now.
Gina: One of the things I love about you is that you're not materialistic like most people, but to my mind a present doesn't have to be something you need. It's nice sometimes to get something you *don't* need—something you wouldn't buy for yourself.
Cliff: I guess you've got a point there.
Gina: Well, just leave it to me. I promise I won't splurge on something expensive. But no way I'm coming home empty-handed.
Cliff: Thanks, Gina. You always make me feel so cared for. I don't mean to be unappreciative.
Gina: No worries, Cliff. I didn't take it that way, and you know, you always make me feel cared for too . . . Anyway, enough of this lovey-dovey stuff. I'd better run or I'll never get back in time for dinner.



C UNDERSTAND FROM CONTEXT | **With a partner, answer the questions about the meaning of the featured words and phrases in Zoom-In.** *Possible answers:*

1 What's another way to ask, "Where are you off to?" *1. Where are you going?*
2 What does Cliff mean when he says, "I'm just not that into 'things'"? *2. He doesn't care about owning things.*
3 Why does Cliff say, "You've got a point there"? *3. He thinks what Gina said makes sense.*
4 What's another way to say, "Just leave it to me"? *4. I'll take care of it.*
5 Why does Gina say, "That's letting me off too easy"? *5. She thinks Cliff is demanding or expecting less from her.*
6 Why does Cliff say, "I don't mean to be unappreciative" to Gina? *6. He wants Gina to know that he's grateful.*
7 What does Gina mean when she responds, "I didn't take it that way"? *7. She means she didn't think Cliff was unappreciative.*

D LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

.....

E THINK AND EXPLAIN | **With a partner, answer each question.** *Possible answers:*

1 In what ways do you think Gina and Cliff are different? *1. Cliff is not into things, but Gina thinks sometimes it's nice to get something one doesn't need.*
2 What do you think Gina means by the term "retail therapy"? *2. She means using shopping to boost her mood.*
3 What are some of the things Gina and Cliff appreciate about each other? *3. They make each other feel cared for.*

Unit 7 Shopping and Advertising

PREVIEW	Students listen to a conversation about an ad for learning Spanish, read a conversation discussing shopping, and complete a shopping survey.	
LESSON 1 **Compare different ways to shop**	***Vocabulary***	Ways to shop
LESSON 2 **Describe reactions to advertisements**	***Grammar***	Passive forms of gerunds and infinitives
LESSON 3 **Talk about problem shopping behavior**	***Reading skills***	Understand from context; Identify supporting details
LESSON 4 **Persuade someone to buy a product**	***Vocabulary***	Verbs to persuade
	Listening skills	Listen to apply ideas; Listen to infer

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

Preview

A REACTIONS TO ADVERTISEMENTS

Suggested time: 10 minutes | Your time:

- Read the directions. Point out the phrase *a more realistic perspective*. Elicit or explain that this refers to seeing things as they actually are.
- Have Ss listen to the conversation. To check comprehension, ask:
  What does the man regret? (missing the deadline for a half-price sale on a system to learn Spanish in your sleep)
  What does the woman mean when she says Don't fall for that? (Don't be tricked into believing that's true.)
  Why does the man say the product is risk-free? (You get your money back if you don't learn.)
  What does the woman mean by Don't be so gullible? (Don't be so easily fooled.)
  How will the man learn Spanish in the end? (The woman will teach him Spanish.)
- In pairs, have Ss discuss the question in the directions. Then ask, *Do you think it's possible to learn a language while you sleep? What are some alternate ways to learn a language?*

LANGUAGE NOTE *Kick yourself* means to be annoyed with yourself because you have done something silly or made a mistake.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Allow Ss time to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What does Cliff want for his birthday? (dinner and cake at home)
  What does Gina want to get him? (something small to mark the occasion)
- Ask, *Do you think Gina should buy Cliff a present when he says he doesn't want one? What would you do? Do you think maybe Cliff actually wants a present?*

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- In pairs, have Ss complete the exercise. Review answers as a class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Assist as Ss look up words or phrases.
- After Ss complete the task, have them share with a partner.

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- In pairs, have Ss answer the questions.
- As a follow-up to the first question, ask, *How are they similar?* (They like to express to each other how they feel about each other.)

F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask a volunteer to read the title of the survey and the directions about the order of seriousness. Say, *All the reasons are bad, but you have to decide which ones are worse than others*. Have Ss look at the four sets of images.
- Assist while pairs compare and discuss their rankings. Rather than defining words for Ss, encourage them to find the meaning through the context. Look at the Teaching Tip below for how to use images as context to figure out meanings.
- Bring the class together to discuss the rankings. Encourage Ss to explain why they think some reasons are worse than others. Vote on the worst reason to buy something.

LANGUAGE AND CULTURE

- *Boost* means to increase or improve something.
- *Feel down in the dumps* means to be depressed.
- Shopping as retail therapy has been studied by psychologists. Research shows that there are indeed psychological benefits to shopping. It can give a person a sense of control and as a result make them feel happy. However, retail therapy can be harmful if shopping becomes an addiction. This topic is covered in Lesson 3.
- The verb *copycat* means to imitate other people; *copycat* is most commonly used as a noun.
- *Go overboard* means to do or say something that is too extreme. The literal meaning is to fall over the side of a ship into water.
- *Pass up something* means to not make use of a chance to do something.
- *Strictly* means exactly and completely.
- *Get on* (or *jump on*) *the bandwagon* means to start doing something that a lot of people are already doing. The term *bandwagon* refers to a vehicle that carried bands in parades in the past.

TEACHING TIP Illustrations can often provide a context to help Ss figure out the meaning of words. Direct Ss' attention to the category *Mood Boosting* and guide them by asking questions. For example, ask, *How does the man feel in the first image?* (sad, depressed) *Why might he feel this way?* (Maybe he lost his job or broke up with his girlfriend.) *How does the man feel in the second image?* (happy) *Why?* (He's been shopping and bought a lot of things.) *How did shopping change his mood?* (It improved his mood.) *What is another verb for* improved? (boosted)

EXTENSION (+5 minutes) The four terms in the survey are all gerunds: *mood boosting, celebrity copycatting, going overboard, getting on the bandwagon*. Elicit sentences using *boost, copy, go overboard* and *get on the bandwagon* as verbs in the context of the situations shown in the survey. (For example: He goes shopping to boost his mood. She always copies that celebrity. She tends to go overboard when it comes to sales. Everyone is buying a digital banana peeler so he decided to get on the bandwagon, too.)

START TALKING | DISCUSSION

Suggested time: 10 minutes | Your time:

- Have Ss discuss the questions in groups.
- As Ss work, write the second question on the board: *How are the people in the pictures similar to each other?*
- Bring the class together and ask, *Why does the man in the first image buy things?* (to feel better) *Does he need them?* (probably not) *In the second image, why is the woman buying the lipstick?* (because a movie star was in an ad for it) *Does she need it?* (no) *In the third image, why is the woman buying electronic items?* (because they're on sale) *Does she need them?* (no) *In the fourth image, why is the man buying the item?* (because everyone else is) *Does he need the item?* (no) Elicit from Ss that the similar behavior is that none of the people need the item they are purchasing. They are buying the items to satisfy other needs.
- Call on volunteers to share personal stories—either about themselves (if they feel comfortable) or about people they know. Ask, *What are other shopping mistakes you can make?* (For example: paying full price for something that later goes on sale, not researching if the same item is available cheaper online, finding out you can't return an item)

OPTION (+5 minutes) Ask, *How do these four behaviors apply when shopping online?* Ss can discuss in pairs or as a class. (For example: The Internet makes it easy to shop when you are feeling down. Social media has celebrities endorsing products. There are more sales to explore right at your fingertips. Online communities may promote a product or share reviews.)

F TALKING POINTS | Complete the opinion survey about bad reasons to buy something. Compare your rankings with a partner. Explain your reasons.

BAD REASONS TO BUY SOMETHING

Put the reasons in order of seriousness, with 4 being the worst reason.



"When I'm feeling down in the dumps, it cheers me up to go shopping. It's my therapy."

MOOD BOOSTING



"When I see that a famous movie star uses a certain product, I know it's good!"

CELEBRITY COPYCATTING



"I just can't pass up a good sale, even if I don't strictly need the things."

GOING OVERBOARD



"Everyone's buying these. I was lucky to get one!"

GETTING ON THE BANDWAGON

START TALKING

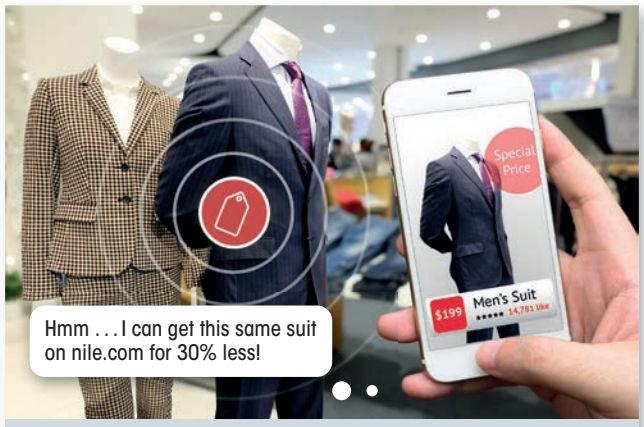
DISCUSSION In your opinion, what causes people to make shopping mistakes? How are the people in the pictures similar to each other? Do you think Gina or Cliff from Zoom-In would be likely to make these mistakes? Why or why not?

1 COMMUNICATION GOAL Compare different ways to shop

A VOCABULARY | Ways to shop | Read and listen. Then listen again and repeat.



window shop look at things in store windows without going inside or intending to buy them



comparison shop look at the prices of the same or similar items in order to find the lowest price



browse take one's time looking at things without necessarily wanting to buy anything



bargain hunt look around for things one can buy cheaply or for less than their usual price

B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations about shopping. Infer what the people are doing. Complete each statement with the correct verb phrase.

1 The shoppers are (browsing / bargain hunting).
2 The people are (comparison shopping / window shopping).
3 The men are (window shopping / comparison shopping).
4 The woman is (window shopping / browsing).

C PAIR WORK | Complete the chart. Then compare information with a partner.

Shopping activity	When and why I do it
window shopping	
comparison shopping	
browsing	
bargain hunting	

LESSON 1 Compare different ways to shop

A VOCABULARY

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the pictures and read the definitions of the verbs. Encourage Ss to use the context of the images to confirm meaning.
- Ask about the first image, *What do you think* pricey *means?* (expensive) Ask, *What happens to the noun* price *when you add -y to it?* (It changes to an adjective.)
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, ask:
  Do you actually buy something when window shopping? (no)
  What does window shop *mean?* (to look through a store window, but not enter the store)
  What are different ways to comparison shop? (to go to different stores and see how prices differ; to look up items you want to buy online and find the best price)
  Why might people browse in a store? (They are curious to see what the store sells and what the prices are.)
  What are different ways to hunt for bargains? (For example: look at clearance sections in stores, look online, get apps that alert you to sales or send you coupons, get on stores' e-mail lists, find out about sales from friends and family)

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions. Reiterate as appropriate that Ss will be inferring, or making guesses, based on what they hear, to identify what each speaker is doing. Ss will not hear the actual vocabulary terms.
- Ask Ss to skim the exercise items.
- Have Ss listen. Pause after each conversation to allow Ss time to choose the correct shopping activity.
- Then have Ss listen again to check their answers. Go over the answers as a class.

LANGUAGE NOTES

- Conversation 1: To say something is *ancient* means that it is very old.
- Conversation 2:
  Intentional means done on purpose.
  Talk someone into something means to convince someone to do something.
  Pay an arm and a leg for something means to pay a lot of money.
- Conversation 4: There are three uses of *look* in this conversation. *I'm just looking* and *I'd just like to look around* both mean *browse*. *Look for* means to search for something specific.

CHALLENGE (+5 minutes) Write the following questions on the board. Have Ss listen again for information to support each answer. Tell Ss they should write at least one direct quote for each question.
1. How do we know they're bargain hunting?
2. How do we know they're window shopping?
3. How do we know they're comparison shopping?
4. How do we know they're just browsing?
(1. Great sale; I've heard you can get them really cheap here. 2. They want you to go inside and ask. 3. Isn't this the same shirt they were selling for $75 at Larson's? I've been checking everywhere to see if you can get it for less; I'm going to check online, too. No reason to pay an arm and a leg if someone has it for less. 4. I'm just looking; Are you looking for anything in particular?; I'd just like to look around.)

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to complete the chart. Then have Ss compare information with a partner.
- Bring the class together. Ask, *Who does not do these shopping activities? Which one(s)? Why?*

EXTENSION (+5 minutes) Ask, *Which of these shopping activities can you do online?* (browse, bargain hunt, and comparison shop; window shopping is only in person) Write on the board: *Other shopping activities online*. Brainstorm ideas as a class and write Ss' ideas on the board. (For example: subscribe to an online newsletter, track package delivery, e-mail customer support, bid at online auctions, sign up for coupons online, research items online, read customer reviews)

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Express surprise on seeing someone with expressions such as *Long time no see!, Is that you?, What a surprise!,* and *What are* you *doing here?*

- Have Ss look at the photo and speculate about the two people. Ask, *Where are they? What are they doing?*
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What is another way to say I wish I knew? (I don't know.)
  What does the woman mean when she says she doesn't want to go overboard? (She doesn't want something too expensive.)
  Why might an expensive gift seem inappropriate? (It might seem like the woman favors or likes the colleague more than other colleagues.)
  What store does the man recommend? (the office store on the second floor of the mall)
  What does he mean when he says that the store has things at every price level? (that there are items for a wide range of prices)
  Which of the four ways to shop is mentioned in the conversation? (browsing)
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and 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 on *Long time no see!*
  - use falling intonation for *Hey, which way are you headed?* and *What's your budget?*
  - stress *wish* in *I wish I knew*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Draw Ss' attention to the sample note. Say, *R.L. Roberts' Suits is a good store for browsing*.
- Tell Ss they will write down names of places individually. Tell them to also include less conventional places to buy things, such as outdoor markets, yard or garage sales, and so on.
- Give Ss a few minutes to complete the list. Tell them to try to list a variety of places. Ensure that Ss don't just write *online*, but include the name of a website.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Call on two volunteers to read the example conversation. Highlight the use of *totally* for expressing enthusiastic agreement. If necessary, clarify that *so is the mall* is another way of saying *the mall is, too.*
- Form pairs for the role play. Remind them to role-play surprise at running into each other.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Monitor Ss' conversations. Assist as needed. Have Ss change roles and practice again, using new ideas before working with a new partner.

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

✓ expressing surprise at seeing someone
✓ making recommendations about places to shop
✓ using vocabulary for ways to shop

OPTION Use the Unit 7 Energizer Worksheet (see Printable Resources in the Portal).

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

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write the following sentences on the board (without the answers in parentheses). Have Ss write the item number and the missing vocabulary.

1. *I didn't have any money, but I had fun ____ shopping at the mall!* (window)
2. *That boutique has only items at a high ____ level.* (price)
3. *Luke went ____ again. He bought everyone new phones for the holidays!* (overboard)
4. *I don't have time to ____ hunt. I just buy things full price.* (bargain)
5. *I don't need any help, thank you. I'm just ____ .* (browsing)
6. *____shopping is a good idea before making a big purchase.* (Comparison)

Collect the papers and read them to identify areas for review and extra practice.

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

COMMUNICATION ACTIVATOR

Now let's compare different ways to shop.



A CONVERSATION MODEL | Read and listen.

A: Hey, Zoe, I didn't expect to run into you here. Long time no see!
B: Scott! Is that you? What a surprise!
A: Yeah. I haven't been here in a while . . . Hey, which way are you headed?
B: I wish I knew. I need to get a gift for a colleague and I can't figure out what to get him.
A: Maybe I can help. What's your budget?
B: No more than $30. I don't want to go overboard. It would seem inappropriate.
A: You could try the office store on the second floor. They have things at every price level.
B: Maybe I will.
A: I think it's a good place for browsing. I'm sure you'll find something there. I just got a really nice desk lamp there last week.

Social language

Express surprise on seeing someone after a long while

Long time no see!	What a surprise!
Is that you?	What are *you* doing here?

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

C TALKING POINTS | Write notes about the best places or websites for the activities on the notepad.

browsing	R.L. Roberts' Suits: a little pricey but very trendy
browsing	
comparison shopping	
bargain hunting	
window shopping	

I've heard the outdoor market is a great place for bargain hunting.

It totally is. And so is the mall near the airport.

D IN YOUR OWN WORDS | Use your Talking Points to create your own conversation about where to shop. Start like this: *I didn't expect to run into you here.* Be sure to change roles and then partners. (Option: Use the Unit 7 Energizer Worksheet.)

KEEP TALKING!

- **Talk about other things you're looking for. Describe your budget.**
- **Tell your partner what you bought at a certain place.**
- **Give more advice.**
- **Say as much as you can.**

Watch the video for ideas!



2 COMMUNICATION GOAL

Describe reactions to advertisements

A GRAMMAR CLOSE-UP | Read what the people say about how they respond to advertisements. Notice the featured grammar.

Ads? Those things everyone loves to hate!

We asked three people what they dislike about ads.

What really irritates me are those TV commercials with a catchy jingle—those annoying refrains they sing over and over with the product's name in it—like that one for the oat milk yogurt. I resent being forced to listen to that nonsense every 15 minutes when I'm watching a show. But I suppose it's effective because I can't get the jingle out of my head!



Gal Soo, Busan, South Korea



Wu Bao, Shanghai, China

Am I the only one who hates to be shown ads for cough medicine while I'm eating dinner? I mean, some of them are so disgusting they turn my stomach. And what about the ads for antacids with people describing their stomach issues? Who wants to be hit with that when they're eating? Those remedy ads are my pet peeve. Oh, and one more thing that I don't appreciate: being called on the phone by salespeople in the middle of dinner.

Pop-ups ads! Ugh! They really get me all worked up. I hate being bombarded with them. Every time I open a browser window these days, I see pictures of men in underwear. I kid you not. Why? Well, I've been shopping for some new underwear for my husband, so every underwear company under the sun thinks I want to be sold men's underwear. It gives me the creeps and makes me feel like I'm being spied on and manipulated. I know I shouldn't allow this to get to me. It's just a part of life today, and I ought to get over it.



Lisa Fontana, Atlanta, U.S.

B ACTIVATE LANGUAGE FROM A TEXT | Complete each statement with something *other than an ad*.

1 ..... turns my stomach.
2 ..... really irritates me.
3 ..... gives me the creeps.
4 ..... gets me all worked up.

C GRAMMAR | Passive forms of gerunds and infinitives

Use the passive form of a gerund (being + a past participle) or an infinitive (to be + a past participle) to focus on an action instead of on who or what performed the action.

Statements

Gerunds: affirmative and negative

I dislike **being forced** to listen to stupid jingles.
Most people hate **not being told** the original price of a sale item.

Infinitives: affirmative and negative

I'd like **to be informed** when the shoes are back in stock.
He was angry **not to be offered** the sale price.

Questions

Don't you resent **being spied on** online?
Didn't your son complain about **being bombarded** by pop-ups?
When do you object to **being chosen** for a survey?
Do you like **to be shown** ads for prescription medications?
Who wants their dinner **to be interrupted** by scammers?

Remember:
- Some verbs are followed by gerunds, some by infinitives, and some by either.
- Most adjectives are followed by infinitives.
- Some expressions are followed by gerunds.

See pages 113-114 for a complete list.

GRAMMAR EXPANDER p. 126
The passive voice: review and expansion

D PAIR WORK | Complete the conversations with passive gerunds or infinitives.

1 **A:** When I see a political ad on TV, I'd like (tell) ..... *to be told* ..... who's paying for it.
B: I know how you feel. I want (treat) ..... *to be treated* ..... with respect.

2 **A:** I think people prefer (inform) *to be informed / being informed* when a product is defective.
B: True. And they need (tell) ..... *to be told* ..... right away. It's a matter of safety.

LESSON 2 Describe reactions to advertisements

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- To warm up, tell Ss to look at the photos of the three people and note the places they are from. Then direct their attention to the title of the text and the introduction statement. Ask, *What does it mean* to love to hate *something?* (to enjoy disliking something) Elicit or give an example. (For example: We all love to hate [name of a particular TV show or song].) Then ask, *What might people dislike about ads?*
- Have Ss read each person's opinion. Play the audio if appropriate.
- To check comprehension, ask: *What kind of ad does Gal Soo talk about?* (an annoying commercial with a jingle for yogurt) *Wu Bao?* (ads for medicine) *Lisa Fontana?* (pop-up ads for men's underwear)
- Clarify vocabulary as needed. Encourage Ss to use context. For example, ask, *What does* turn my stomach *mean?* (make me feel sick) *How do you know?* (He talks about how disgusting the ads are to watch while he is eating.)
- Invite Ss to notice the featured grammar. Elicit or explain the meaning of the phrases as needed. For example, *to be hit with something* means to be forced to experience something unpleasant. Review that *to be bombarded by something* means to constantly have something unpleasant directed towards you.

LANGUAGE NOTES

- A *commercial* is an advertisement you watch on TV or hear on the radio. A *jingle* is a short song used in advertisements.
- A *refrain* is part of a song or poem that is repeated.
- *I kid you not* is a more formal way to say *I'm not kidding;* it is used for dramatic effect.
- *Every [noun] under the sun* is a dramatic way to say *all*.
- When something *gives you the creeps*, it makes you feel nervous and uncomfortable.
- *Get to someone* means to annoy that person because of a repeated action.
- *Get over something* means to accept an unpleasant fact.

B ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Make sure Ss understand that they will not be writing anything related to ads. Model item 1. Say, *Let me think. What turns my stomach? I know. Violent movies turn my stomach*.
- Have Ss complete the exercise individually. Then have Ss compare answers in pairs.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Write these sentences, based on Exercise A, on the board:
  1. I resent being forced to listen to that nonsense every fifteen minutes.
  2. I hate to be shown ads for cough medicine.
  Ask, *In sentence 1, do we know who or what is forcing this person to listen?* (no) *In sentence 2, do we know who shows the ads?* (no) *Is the performer of the action important?* (no)
- Have Ss read the rule. Say, *Underline the gerund in the first example in the Student's Book.* (being) *Circle the past participle.* (forced) Then say, *Underline the gerund in the second example.* (not being) *Underline the past participle.* (told) Reiterate that these are passive forms. They focus on the action, not the performer of the action.
- Call on Ss to read the example sentences under *Statements*.
- Have Ss read the **Remember** note. To check understanding, write these sentences for Ss to complete:
  The baby wants ____ (hold) all the time. (to be held)
  Marta appreciates ____ (invite) to the party. (being invited)
  The patients like ____ (remind) about upcoming appointments. (to be reminded / being reminded)
  I was happy ____ (give) this opportunity. (to be given)
- Elicit additional examples, referring Ss to pages 113–114 for lists of verbs followed by gerunds or infinitives.
- Call on volunteers to read the examples under *Questions*.
- Ask Ss to read aloud the sentences with the featured grammar in Exercise A. Have Ss identify the sentences with passive gerunds. (being forced; being called; being bombarded; being spied on and manipulated) Then have them identify the sentences with passive infinitives. (to be shown; to be hit; to be sold)

GRAMMAR EXPANDER (optional, page T126)

D PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss underline the verb or adjective or expression that will precede each passive gerund or infinitive. (1. 'd like, want; 2. prefer, need; 3. great, require; 4. advertise, charge, see; 5. force, ask, show) Have Ss decide which will be followed by passive gerunds and which by passive infinitives.
- Have Ss compare their answers with a partner.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs.
- Bring the class together and call on individual pairs to read one of the conversations.

CHALLENGE (+5 minutes) Have Ss work in groups to respond to the various topics discussed in Exercise D. (For example, for item 2, the conversation can continue as follows: C: And I prefer to be reimbursed for the product. In such situations I resent being given a coupon to replace the product! If it has proven to be faulty, customers should be given their money back!)

PRONUNCIATION LESSON (optional, page T136)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the example sentence and sample answer. Ask, *Who is the performer of the action?* (advertisers) *Is the performer necessary to the meaning of the sentence?* (No, it's understood.) *Does the sample answer use a passive gerund or an infinitive?* (a passive gerund) Ask, *Could the sentence also be rewritten with an infinitive?* (Yes, because *can't stand* can be used with either an infinitive or a gerund.) Elicit the alternate sentence. (I can't stand to be forced to watch the same ad every fifteen minutes during prime time.)
- Then have Ss rewrite the sentences individually. If Ss have difficulty, tell them to use the verbs *show, call*, and *tell*, but to use the passive gerund or infinitive form.
- Bring the class together to go over the answers.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Point out the list of **Types of ads**. Ask individual Ss, *Which ads do you see most? Do you see any other types of ads?* (For example: various forms of online ads)
- Call on volunteers to read the phrases in the first column of the chart. Then instruct Ss to fill out the chart individually. Assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Divide the class into pairs and have Ss discuss the information in their chart. Point to the phrases under **Describing how you feel**. Clarify any meanings as needed. Refer Ss to pages 113–114 to confirm which verbs are followed by gerunds or infinitives.
- Call on a volunteer to read the example statement. Remind Ss to use the simple present if they want to describe what happens in the ads.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these expressions in their descriptions.
- Encourage Ss in their pairs to ask each other questions and provide details and examples. The goal is to say as much as they can.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

EXTENSION (+5 minutes) Write on the board: *serious, funny, witty, thought-provoking, original, simple, aggressive, silly*. Make sure Ss understand the words. Bring in magazines or direct Ss to online sites if Ss are able to access the Internet in class. In pairs, have Ss find ads that can be described with one of the words from the board. Combine pairs into groups of four and share ads and discuss. After each pair has looked at both ads, have Ss share and compare opinions on the ads.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
- ✓ using passive forms of gerunds and infinitives
- ✓ using vocabulary to describe reactions to advertisements

CLOSURE ACTIVITY (+5 minutes) Write this chart on the board:

A	*B*	*C*
1. I can't stand	*being to be*	*told ____ .*
2. I expect		*forced ____ .*
3. I don't mind		*treated ____ .*
		informed ____ .

For each item in column A, instruct Ss to choose an item from column B and then an item from column C, which they should complete with their own ideas. Have Ss create sentences in pairs. Monitor and note whether Ss use both forms with *I can't stand*. Identify areas for review and extra practice.

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

3 **A:** The all-night sale has some fabulous deals. Don't you think it's great (offer) *to be offered* an opportunity to get all those expensive things at a bargain?

B: Actually, (require) *being required / to be required* to get in line hours before the sale starts really gets to me. I mean, why can't they have the sale during regular business hours?

4 **A:** Companies want their products (advertise) *to be advertised* on TV during prime time, when most people are watching.

B: Well, they can't have it both ways. They complain about (charge) *being charged* an arm and a leg for the advertising time. And on the other hand, they like their ads (see) *to be seen / being seen* by tons of people.

5 **A:** It's terrible (force) *to be forced / being forced* to look at pictures of injured and abandoned animals—just because animal charities know you'll feel guilty.

B: I agree. I'm happy (ask) *to be asked* to contribute to a charity without (show) *being shown* those pathetic photos.

E PAIR WORK | With a partner, practice the conversations in Exercise D.

PRONUNCIATION LESSON p. 136
Vowel sounds /i/ and /ɪ/

F GRAMMAR PRACTICE | Rewrite each sentence, using a passive gerund or infinitive to replace the underlined words. (Don't use a by phrase.)

Example: I can't stand advertisers' forcing me to watch the same ad every 15 minutes during prime time.

I can't stand being forced to watch the same ad every 15 minutes during prime time.

1 I don't mind when advertisers show me a pop-up ad about a product I've been searching for.

2 Lots of people object to telemarketers' calling them during the dinner hour.

3 I expect stores to tell me when a product will be going on sale.

3. I expect to be told when a product will be going on sale.

1. I don't mind being shown a pop-up ad about a product I've been searching for.

2. Lots of people object to being called during the dinner hour.

COMMUNICATION ACTIVATOR

Now let's describe reactions to advertisements.

A TALKING POINTS | Complete the chart with specific ads you are familiar with.

	Name or type of product	Type of ad
An ad that irritates you		
An ad that turns your stomach		
An ad that works you up		
An ad that gives you the creeps		
An ad that drives you crazy		
An ad you don't mind		
An ad you actually like		

Types of ads
- TV commercials
- online pop-up ads
- social media ads
- magazine and newspaper ads
- billboards on highways and buildings
- jingles and slogans

B DISCUSSION | Using your Talking Points, describe and compare your reactions to ads you're familiar with. Use passive forms of gerunds and infinitives.

"There's a TV commercial for cough medicine that really ticks me off. I hate being forced to watch it over and over!"

KEEP TALKING! ●●●
- **Expand your description of one or more ads.**
- **Ask questions.**
- **Make suggestions about how to avoid annoying ads.**
- **Say as much as you can.**

Watch the video for ideas!

Describing how you feel

I like . . .	I don't like . . .
I appreciate . . .	I don't appreciate . . .
I love . . .	I can't stand . . .
I don't mind . . .	I dislike . . .
I enjoy . . .	I resent . . .
I hate . . .	I miss . . .
I prefer . . .	I want . . .
I need . . .	

RECYCLE THIS LANGUAGE

It ticks me off.	It blows me away.
It bugs me.	It annoys me.
It gets on my nerves.	It drives me crazy.

3 COMMUNICATION GOAL Talk about problem shopping behavior

Possible answer:

It's addictive, because it makes us feel good and is hard to resist. Shopaholics spend too much money on things they don't need, and can eventually go into debt.

A READING | Read the article. In what ways is compulsive shopping a problem?

COMPULSIVE SHOPPING

An addiction or just something to get under control?



For some, shopping is a pleasant pastime as long as they have enough money to pay for their purchases. For others, unfortunately, shopping can spiral out of control and become as serious and destructive as other addictions like alcoholism, drug abuse, and compulsive gambling.

Research has shown that compulsive shopping, like other addictions, causes the physical effect of a "high" when brain chemicals such as endorphins and dopamine are released, causing pleasurable sensations. These sensations make shopping hard to resist, and thus the habit hard to kick. What are the warning signs of a shopping addiction, or as it is sometimes called, "shopaholism"?

First, just as alcoholics tend to hide their bottles, shopaholics commonly hide their purchases. Shopaholics often lie to people in their families about how much money they've spent.

Second, the problem is long lived, or "chronic," meaning that the behavior doesn't occur just once or twice a year. Rather, it's a continuous problem that repeats itself over and over.

Third, shopaholics, like many people, purchase items on impulse. But unlike other people, who sometimes splurge and pick up an impulse item like a sweater they don't need, shopaholics might buy ten sweaters at once.

Fourth, as with any addiction, a problem exists when the behavior has obvious consequences: going into debt, going shopping instead of taking care of family or work responsibilities, or uncontrollable spending that may deprive others in the family of money needed for other things.

What Can Shopaholics Do to Get Help?

For some, simple self-help and group programs can be effective. For others, whose addiction results from underlying depression, seeing a psychotherapist or a physician can help them reduce the need to shop compulsively.

Thankfully, most people are able to splurge or buy things on impulse from time to time without being addicts. However, if you are concerned you may be a compulsive shopper, here are some tips that can help.

- ✔ Shop with a list. It keeps you focused on the things you really need and want. And it can prevent you from getting distracted by impulse items and going overboard, buying a lot of unneeded things.
- ✔ Avoid sales and special offers. Spending any money on something you don't need is overspending, even if it's a bargain. Remember: Special offers are a way for shop owners to get you into the store or onto their website.
- ✔ Follow the "thinking time" rule. Don't buy things on the spot. Force yourself to wait a day or two before making an expensive purchase. Or do some comparison shopping. You may find you don't want the item after all, or you may find it at a much better price.
- ✔ Try to be aware of your motivations when you shop. Don't go shopping when you're angry or upset. In the long run, the problems that upset you in the first place will still be there.

B UNDERSTAND FROM CONTEXT | Find each of these words and phrases in the article. With a partner, discuss what they mean and write a sentence using each one. *Possible answers:*

1 a high *a feeling of happiness or excitement*
2 hard to kick *difficult to quit*
3 a shopaholic *a person addicted to shopping*
4 chronic *lasting for a long time*
5 splurge *spend more money than you can usually afford*
6 on the spot *immediately, without careful planning*

LESSON 3 Talk about problem shopping behavior

A READING

Suggested time: 15 minutes | Your time:

- Ask a volunteer to read the lesson title. Ask, *How is the word* problem *being used here?* (as an adjective) Ask, *What problem shopping behavior have we discussed already in this lesson?* (shopping to boost your mood, celebrity copycatting, going overboard with sales, buying items because other people have them) Then invite Ss to suggest other problem shopping behavior. Write Ss' ideas on the board. (For example: buying things you don't need; buying things you can't afford)
- Invite Ss to look at the photo and the title of the article. Ask, *What does* compulsive *mean?* (difficult to stop or control)
- Read the subheading: *An addiction or just something to get under control?* Write *an addiction* on the board. Elicit that this means a behavior you can't get under control. Point out that the sentence has been shortened from *Is it an addiction . . .*
- Then instruct Ss to skim the layout of the article. Ask, *What do you notice in the left column?* (The paragraphs start *First, Second, Third, Fourth.*) *What might this mean?* (The article gives four reasons for something.) *What do you notice in the right column?* (the subheading *What Can Shopaholics Do to Get Help?* and a list of tips with checkmarks) See the Teaching Tip on this page on previewing.
- Before Ss read, tell them to underline information in the article that will help them answer the target question in the directions: *In what ways is compulsive shopping a problem?*
- Bring the class together. Have volunteers share their answers to the target question.

LANGUAGE NOTES

- *Spiral out of control* is the opposite of *be under control*.
- An *impulse* is a sudden strong desire to do something without thinking about whether it is a sensible thing to do.

OPTION (+5 minutes) Point out the phrase *on impulse* in the paragraph beginning with *Third*. Elicit the meaning. Ask a S to read the sentence that follows, which also has the word *impulse*. Ask, *How does the use of the word* impulse *differ from its use in the previous sentence?* (In the second sentence it is used as an adjective; in the first sentence it was a noun in the phrase *on impulse*.) Have Ss skim the article for other uses of *impulse*. Have Ss explain the meaning of the terms they found.

TEACHING TIP Previewing and predicting by looking at text features can help Ss find information faster. Point out to Ss that these tools are useful when doing research. For example, if Ss were researching tips for dealing with compulsive shopping, a quick scan of the subheading and the checklist would confirm where the relevant information could be found.

CHALLENGE (+5 minutes) Have Ss reread the checklist at the end of the article. Then refer Ss back to the four bad reasons to buy something on page 69. Write this question on the board for groups to discuss: *How could these tips help people avoid the mistakes shown on page 69?* (For example: Shopping with a list stops you from going overboard. Avoiding sales and special offers does, too. Being aware of your motivations means that you would not go shopping to boost your mood, to copy a celebrity, or to get on the bandwagon.)

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- In pairs, have Ss scan the article for the specific words and underline them. Then have them study the context to discuss the meanings. Remind Ss to read the sentences before and after each phrase in the article to get a better understanding.
- Model the first item. Say, *Find the word* high. (first main paragraph) *Study the context*. Call on a volunteer to say what the word means. Then elicit a sentence using the word. (For example: I get a high from running.)
- Review answers as a class.

OPTION (+5 minutes) In pairs, ask Ss to highlight five more unfamiliar words in the article. Then instruct pairs to swap lists of words with another pair and try to define them by using context. Monitor and assist.

EXTENSION (+5 minutes) In pairs, have Ss write up ten "True or False" statements about the information in the article. Then combine pairs and have them swap statements and identify them as true or false without referring to the book. Pairs swap again and correct the answers.

C IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Call on volunteers to read the questions. Review or clarify vocabulary as needed.
- Have Ss read the article again to find answers to the questions. Encourage them to underline the information in the article that supports each answer.
- In pairs, have Ss compare their answers.
- Bring the class together and have Ss share their answers.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the items in the self-test. Clarify vocabulary as needed. Then give Ss a few minutes to check the statements that are true for them.
- As Ss work, write on the board:
  Sounds like trouble may be around the corner!
  It's time to take the bull by the horns . . .
  Elicit or explain that when something is *around the corner* it means that it will happen very soon. *Take the bull by the horns* means to face a problem head on.
- Have Ss score their tests. Don't press Ss to share their scores if they don't feel comfortable. See the Teaching Tip below for advice for culturally diverse classes.

LANGUAGE NOTES

- Item 2: A *temptation* is a strong desire to do something even though you know you should not do it. *Resist* a temptation means to stop yourself from doing something.
- Item 4: *Lose control* means to be unable to stop oneself from doing something.

TEACHING TIP Help Ss from different cultures navigate content like shopping addictions. Whereas some Ss may be familiar with problem shopping behavior, others may come from backgrounds where splurging is less common and buying a lot of items on credit is not even possible. Navigate these topics carefully so no one feels uncomfortable. If needed, discuss topics such as those on the self-test theoretically rather than having Ss share personal experiences.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- First ask, *Did anyone <u>not</u> check any items in the list?* Tell those Ss to talk about people who have some of those behaviors rather than about themselves. If some Ss don't want to talk about themselves, they can share their thoughts on how these behaviors affect someone they know or people in general.
- Have Ss discuss in groups. You could remind Ss of these terms from Unit 3: *a big spender, thrifty, living within / beyond your means, drowning in debt*.

OPTION (+10 minutes) In classes where sharing personal difficulties with the class wouldn't cause embarrassment, you could widen the discussion for each group to tell the class what they concluded.

EXTENSION (+10 minutes) Have Ss write an e-mail to an advice column called Dr. Advice. Tell them to describe one of the situations from the shopping self-test in detail. (For example: Dear Dr. Advice, I am obsessed with designer purses. I have about 45 purses, but I constantly want more. I have a good job, so I can afford them, but I don't really need any more purses. What should I do?) After Ss write about their problem, have them exchange their e-mails with a partner and respond. Then collect their writing to give individual feedback.

C DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A-B)

- Ask volunteers to read the questions. Poll the class to find the majority opinion on the topics.
- Lead the discussion with the whole class. Encourage everyone to contribute ideas and respond to one another's opinions.

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

✓ using vocabulary to talk about problem shopping behavior

✓ suggesting tips for changing shopping behavior

OPTION (+5 minutes) Write on the board: *What is the last item you bought on impulse?* Tell Ss it doesn't necessarily have to be a very expensive item. For example, it could be a coffee from a pricey coffee shop, whereas normally you make your coffee at home. Ask, *Did it feel good to splurge, or did you feel guilty? Why do you think you felt this way?*

CLOSURE ACTIVITY (+5 minutes) Write on the board: *Your friend just got you a very expensive gift that you know she can't afford. Write your friend a note thanking her for the gift but saying you cannot accept it. Take this opportunity to gently address your friend's problem shopping behavior*. Collect Ss' papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

C IDENTIFY SUPPORTING DETAILS | Answer the questions, providing details from the article to support your answers.

1 In what ways is compulsive shopping like other addictions? Be specific. *Possible answers: 1. Shopping addiction causes a physical "high" and is hard to resist; people try to hide their behavior; the problem is chronic.*

2 Why are addictions so hard to overcome? *2. The activity causes the brain to release chemicals that make the person feel good.*

3 What are some consequences of shopaholism? *3. high amounts of debt, family problems, anxiety*

4 What is one possible cause of shopaholism in some people? *4. underlying depression*

5 In what way is occasionally going overboard different from a true shopping addiction? *5. A true shopping addiction involves repetitive behavior, and the number of items purchased is usually excessive.*

COMMUNICATION ACTIVATOR

Now let's talk about problem shopping behavior.

A TALKING POINTS | Take the self-test.

SHOPPING SELF-TEST

Everyone splurges on impulse items from time to time. Find out if your shopping is truly out of control.

- I could sometimes kick myself for how I spend money.
- When I go shopping, I can't resist the temptation to buy something—I just can't come home empty-handed.
- I feel uncomfortable if I haven't bought anything new in a week.
- I go shopping for an item I need but lose control and come home with a lot of things I don't need.
- I spend more than I should in order to get more expensive designer names and labels.
- I can't pass up a good sale. Even if I don't need anything, I just have to indulge myself and buy something.
- I sometimes lie to people about what my purchases cost.
- I get more pleasure out of spending money than saving money.
- I don't have the patience to wait a day before buying something. If I want it, I buy it on the spot.

How many shopping bags did you check?



0–3 Great!

Keep up the good habits!



4–5 Not too bad!

Congratulations for admitting you're not perfect!



6–7 Uh-oh!

Sounds like trouble may be around the corner!



8–9 Red alert!

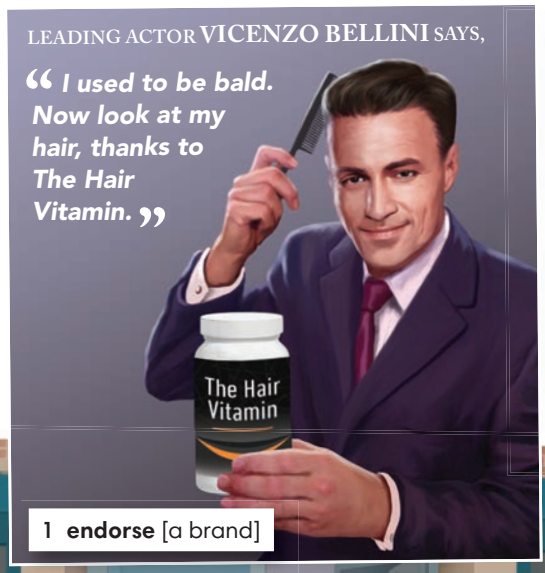
It's time to take the bull by the horns and change the way you shop!

B GROUP WORK | Choose one or more statements from the Talking Points self-test that you checked. Discuss how the behavior affects you and others and brainstorm how you can change your shopping behavior.

C DISCUSSION | Do you think most people tend to go overboard when they shop? Should people only spend money on necessities and never on impulse items? Explain. (Option: Use the Unit 7 Soft Skills Booster, p. 157.)

4 COMMUNICATION GOAL Persuade someone to buy a product

A VOCABULARY | Verbs to persuade | Read and listen. Then listen again and repeat.



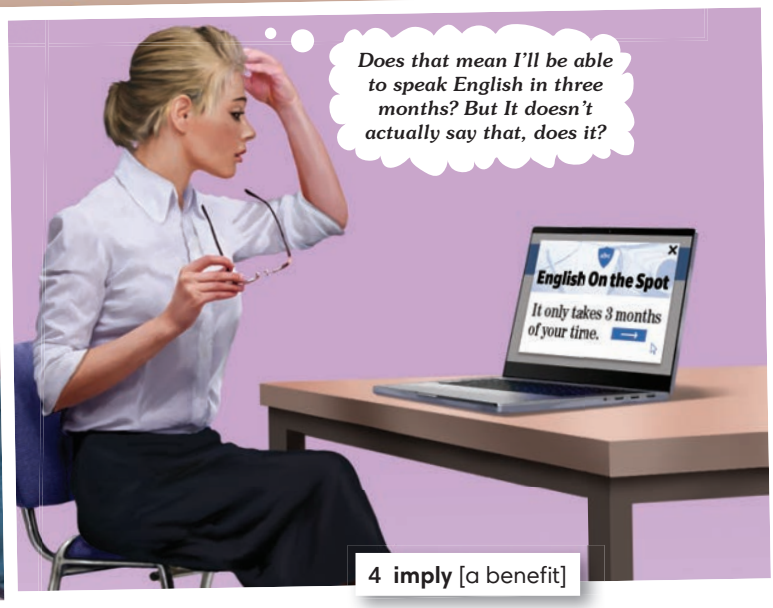
1 **endorse** [a brand]



2 **prove** [a claim]



3 **promote** [a business]



4 **imply** [a benefit]

B ACTIVATE VOCABULARY | With a partner, identify an ad you know for each of the words in Exercise A.

"Soccer player Max Schmitz says the only car he'll own is a Cabrini. He totally **endorses** that brand."

C LISTEN TO APPLY IDEAS | Listen to a panel discussion about advertising techniques. Then match each of these five ads to the techniques described in the panel discussion.

…e… **1** An ad suggests a company's tailor-made suits make wearers look successful and rich.

…d… **2** An ad for a wildlife fund shows baby seals being beaten to death so their fur can be used for fur coats.

…a… **3** An ad for a weight-loss program shows the average weight loss in kilograms achieved by people enrolled in the program.

…c… **4** An ad for a hotel booking service shows several people being interviewed at or in hotels. They make statements praising the booking service, such as "We got the best room for the best price at Inns4ME" and "I wouldn't use any other service. Inns4Me is the best."

…b… **5** An ad for men's shoes with heels that make a man taller says, "Women prefer tall men. Wear Tall Man Shoes and add centimeters to your height."

a provides facts and figures
b plays on hidden fears
c provides testimonials
d manipulates emotions
e offers snob appeal

LESSON 4 Persuade someone to buy a product

A VOCABULARY

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the pictures. Ask, *What are these examples of?* (ads) *Where are these ads?* (For example: 1. in a magazine or online; 2. in a commercial on TV; 3. in front of a fish store or restaurant; 4. online)
- Have Ss read the text associated with each image, as well as the vocabulary word. Remind Ss to use the context of the images to confirm meaning.
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, ask:
  1. *What does* endorse *mean?* (to express support for something; when famous people do this, they say in an ad that they like a brand or product) *Do you think people will believe the first ad?* (maybe; if the actor really used to be bald, they might believe that the product works)
  2. *What does* prove *mean?* (to show that something is true by providing facts) *What claim does the woman prove?* (that one cereal has more strawberries than the other)
  3. *What does* promote *mean?* (to help sell a new product by offering it at a reduced price or by advertising it)
  4. *What does* imply *mean?* (to suggest something is true without saying it directly) *What does the ad actually say?* (that the course will take three months—not what will be achieved)

OPTION (+5 minutes) Write the words *prove* and *imply* on the board. Ask, *Which is more reliable when deciding to make a purchase: something that has been proven or implied?* (proven) *Do most ads prove or imply something?* (imply) *What does this say about advertising?* (It's not completely honest. You can't believe everything ads say.)

LANGUAGE NOTE The four verbs used to persuade also have noun forms: *endorsement*, *proof*, *promotion*, and *implication*. Invite Ss to use the noun form to talk about each ad. (For example: Vicenzo Bellini gave an endorsement for The Hair Vitamin; The lab technician provided proof that Strawberry Pops has the most strawberries; Elmo's Fish has a promotion going on; The implication in the language ad is that you will be able to speak English in three months.)

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the example statement.
- Then have Ss think of examples in pairs.
- Bring the class together to share. Ask, *Which type of ad was it most difficult to remember an example for? Which form of persuasion do you see most often?*

C LISTEN TO APPLY IDEAS

Suggested time: 15 minutes | Your time:

- Read the directions. Have Ss preview the five techniques, *a* to *e*.
- Refer to the Teaching Tip below for ideas for previewing exercises. Then say, *The five ads in the exercise are not mentioned in the audio. You will hear descriptions of the techniques and then decide which technique is used in each ad.*
- Play the audio. Clarify vocabulary, referring to the Language Notes below.
- Then have Ss complete the exercise.
- Go over the answers as a class to make sure Ss understand the techniques. Ask, *Which of these techniques relate to the vocabulary in Exercise A?* (a. prove; c. endorse)

LANGUAGE NOTES

- *The ins and outs of something* are all the exact details of a complicated situation.
- *Embed* means to put something firmly and deeply into something else.
- *Be first-name* means to use first names only.
- *Play on someone's fears* means to intentionally use fear to persuade someone to do something.
- *Mind you* is used when saying something that is almost the opposite of what you have just said, or that explains or emphasizes it.
- A *snob* is someone who thinks they are better than people from a lower social class.
- A *sacrifice* is the giving up something valuable to you in order to achieve something else.

OPTION (+5 minutes) In pairs, have Ss think of other examples for the various techniques. Alternatively, assign each pair one technique to come up with an example for. Then bring the class together for each pair to share.

TEACHING TIP Just like previewing a reading text, previewing a listening exercise can help Ss effectively navigate what they will hear. In Exercise C, for example, previewing alerts Ss to the fact that they will be listening to descriptions of five advertising techniques.

D LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- Before Ss listen, have them say or guess what product and brand the advertisements are for, based on the images. (Ad 1: product: fruit punch, brand: Beverly Hills; Ad 2: product: car; Ad 3: product: maybe donations for the park; 4. product: mouthwash, brand: Nice-Mouth)
- Point out that more than one technique may be used in each ad. Ask, *What do you think* supporting details *refers to*? (information about the ad that illustrates the technique)
- Model the first item with the class. Have Ss listen to the first ad and write the advertising technique(s) used and supporting details. If needed, explain that Beverly Hills is a city near Los Angeles and is home to the rich and famous. Go over the answers.
- Play the rest of the audio and have Ss take notes. Then have Ss discuss their choices in pairs.
- Review the answers as a class.

OPTION (+5 minutes) Ask, *Do you think any of the advertisements were successful? Were you persuaded to buy the product or to donate money?*

EXTENSION (+5 minutes) Write *rhetorical question* on the board. Elicit or explain that a rhetorical question is a question you ask without expecting an answer. Write on the board: *Then isn't it time you drove a Bernard?* Say, *This question is from Ad 2*. Ask, *Is an answer expected to this question?* (no) Say, *Let's listen for two more rhetorical questions in Ad 2*. (But why shouldn't you? Are you ready?) *Also for Ad 3*. (Do you remember downtown's beautiful park—Green Hills? Well, have you been downtown recently? Have you seen the condition of the Park? . . . And do you remember those long summer days at the Green Hills Pool?) *Also for Ad 4*. (So, what are you waiting for?) Have Ss discuss why rhetorical questions are used in advertising.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask, *Does anyone here work in advertising? Is anyone interested in working in advertising?* Tell Ss they will test their advertising skills by trying to persuade someone to buy a product.
- If time permits, model the activity. Write the headings from the notepad on the board. Ask a volunteer to read the **Ideas** list and have the class choose one idea. Decide on a type of product (for example, shampoo), name (for example, Lavish Locks), and type of ad (for example, a radio ad). Brainstorm effective techniques to persuade people to buy the product and discuss ideas for an ad using one technique.
- Form small groups. Have Ss decide on their own product to advertise. Instruct them to take notes and plan. Offer help as needed.
- Tell Ss if their ad is a print or digital ad, they should write it. If it's a radio or TV ad, they should prepare to present it.

B PRESENTATION

Suggested time: 10 minutes | Your time:

- Assign each group a number. Tell Ss they are going to use charts to keep track of the ads the various groups present. Have them draw this chart:

Group	*Type of product*	*Name of product*	*Type of ad*	*Techniques*	*Comments*

- After each ad is presented, have Ss discuss the ad in groups. Give Ss time to fill in their charts, including comments on whether the ad was funny, annoying, persuasive, interesting, or touching.
- Once all the groups have presented, vote on the five categories. If time permits, Ss can explain why they found the ads persuasive, annoying, interesting, funny, or touching.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ using the vocabulary for verbs to persuade
✓ using advertising techniques

WRITING HANDBOOK (optional, page T147)

CLOSURE ACTIVITY (+5 minutes) Form pairs. Write the five advertising techniques on small pieces of papers and have each pair select one. Instruct pairs to create a role play of a commercial using the technique they chose. Take notes as Ss role-play. Identify areas for review and extra practice.

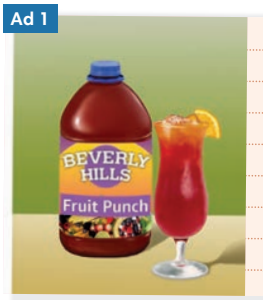
Remind Ss of additional vocabulary, listening, and writing practice in their digital resources.

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

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

D LISTEN TO INFER | Listen to four short ads. With a partner, identify one or more techniques each ad uses to persuade people to buy the product. Identify the details in the ad that support your choice of techniques.

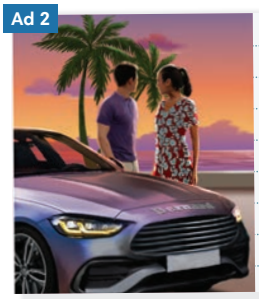
Ad 1



Technique(s)
Offers snob appeal
Provides testimonials

Supporting details
The person is in a very expensive setting. A movie star endorses the product.

Ad 2



Technique(s)
Offers snob appeal

Supporting details
The ad says that only a few successful people can drive this car.

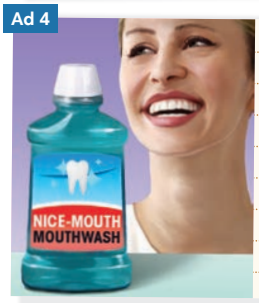
Ad 3



Technique(s)
Manipulates people's emotions

Supporting details
The ad says that if you care about your town—and your kids—then you should make a donation.

Ad 4



Technique(s)
Plays on hidden fears
Provides facts and figures

Supporting details
The ad implies that the husband might get fired if he has bad breath. Ninety percent of dentists surveyed say regular use of the product works.

COMMUNICATION ACTIVATOR

Now let's persuade someone to buy a product.

A TALKING POINTS | In a group, choose a product and create a TV, newspaper, highway billboard, Internet pop-up, or radio advertisement for it. Use one or more advertising techniques to persuade your classmates to buy the product.

Ideas
- a car
- an airline
- a sports drink
- a phone
- a language school
- a brand of toothpaste
- your own idea:





Plan your ad

Type of product:
Name of product:
Type of ad:
Description of the ad:

Techniques we used:



B PRESENTATION | Present the ad you planned in Talking Points to the class. Show it, read it, or act it out. Analyze your classmates' ads and discuss which techniques were used. As a class, assign awards for these categories:

- the most persuasive ad
- the most annoying ad
- the most interesting ad
- the funniest ad
- the most touching ad

WRITING HANDBOOK p. 147
- **Skill** Summarize and paraphrase information from an article or a report
- **Task** Write a summary of an article

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Compare different ways to shop.
- ☐ Describe reactions to advertisements.
- ☐ Talk about problem shopping behavior.
- ☐ Persuade someone to buy a product.

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

UNIT 8

Family Trends

PREVIEW

A FAMILY TRENDS | **Listen to the report. What family trend is being described: the relationship between education and family size OR the cultural prohibition of women's education in some places?**

the relationship between education and family size

B ZOOM-IN | **Read and listen to two colleagues discuss a relationship. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Lakshmi = South Asian English
Bryant = American English (standard)



Lakshmi: Bryant, Leo told me the good news. He said you and Robin have patched things up.

Bryant: We have!

Lakshmi: You know, I didn't even know you'd split up until last week! Shows you how out of touch I am. How long were you guys* apart?

Bryant: Actually, about a year, but I kind of kept it under wraps. I tend to be pretty private about my personal life with people at the office.

Lakshmi: Well, I hope I'm not out of line bringing it up.

Bryant: No. Not at all. As a matter of fact, I feel sort of bad I kept it to myself since you and I have known each other for so long. To make a long story short, . . .

Lakshmi: Bryant, please don't feel obligated.

Bryant: It's OK. So the relationship started going downhill after Robin lost her job and took on all the responsibilities at home. It was tiring and difficult, and we started bickering over nothing. Thank goodness she's working again, though.

Lakshmi: What a relief . . . You know, I've heard when couples start arguing like that, it's probably *not* over nothing. They say there's usually some larger underlying issue.

Bryant: Well, you've hit the nail on the head. In our case, that issue turned out to be quite big and got worse and worse. We'd been earning good salaries, but with no income Robin felt very dependent on me, and it made her angry. It took a while for us to figure that out.

Lakshmi: I understand . . .

Bryant: But we decided to sit down and start talking. And we haven't stopped. We realize how close we came to losing each other, and we're determined to make another go. And so far so good.

Lakshmi: Well, all's well that ends well, as they say. I'm so happy for you both.

*"You guys" is informal for plural "you."



C UNDERSTAND FROM CONTEXT | **Circle the word or phrase with a similar meaning.**

1 Robin and Bryant have patched things up. (gotten divorced / gotten back together)
2 They had split up for a year. (separated / stopped talking)
3 Lakshmi was completely out of touch. (unaware of a situation / aware of a situation)
4 Bryant kept the split-up under wraps. (happy / secret)
5 Lakshmi is afraid she might be out of line asking about the relationship. (feeling disappointed / acting inappropriately)
6 Bryant kept the whole thing to himself. (public / private)
7 Lakshmi told Bryant not to feel obligated. (he owed her the information / he didn't want her to know)
8 Their relationship went downhill. (improved / got worse)

D ACTIVATE VOCABULARY | **Use one of these three featured phrases from Zoom-In to complete the conversations. Then read the conversations aloud with your partner.**

- To make a long story short
- You've hit the nail on the head
- So far so good

1 **A:** I think money was the cause of the problem between Bryant and Robin.
B: ..... . That's exactly what it was about. *1. You've hit the nail on the head*

2 **A:** I had absolutely no clue they'd split up. What happened?
B: ....., they started bickering and things just went downhill from there. *2. To make a long story short*

3 **A:** So, it looks like they've got their marriage back on track.
B: Well, you can never be absolutely sure. ....., though. *3. So far so good*

E LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

Unit 8 Family Trends

PREVIEW	Students listen to a report about the effect of education on family size, read a conversation discussing a relationship, and take a self-test about attitudes to rules for teenagers.	
LESSON 1 **Describe family trends**	***Grammar***	Repeated comparatives and double comparatives
LESSON 2 **Talk about parent and teen relationships**	***Vocabulary***	Parent and teen behavior
LESSON 3 **Compare the generations within a family**	***Listening skills***	Listen to confirm content; Listen to infer; Make personal connections
	Word Study	Using suffixes to transform verbs and adjectives into nouns
LESSON 4 **Discuss multi-generational households**	***Reading skills***	Summarize; Understand from context; Make personal connections
EXTEND-IT 4	*Research recent trends*; *Plan and make a presentation*; *Play the "Keep Talking" Game*	

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

Preview

A FAMILY TRENDS

Suggested time: 10 minutes | Your time:

- Ask a volunteer to read the title of the unit. Write it on the board: *Family Trends.* Elicit or explain that a *trend* is a general change towards something new.
- Read the directions. Have Ss listen to the conversation. To check comprehension, ask:
  Why is family size shrinking? (More women are staying in school for longer, so they are marrying and having children later.)
  What else decreases the chances of women marrying young and having large families? (joining the workforce)
  Where is this trend occurring? (everywhere where the education of women isn't discouraged or prohibited)
- Review the answer to the target question as a class.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the conversation. To check comprehension, ask:
  What kind of good news are Lakshmi and Bryant discussing? (that Bryant and Robin are back together)
  Why did Bryant and Robin start having relationship problems? (because Robin lost her job and took on all the responsibilities at home)
  What was the underlying reason for their arguments? (Robin resented feeling so dependent on Bryant.)

LANGUAGE AND CULTURE

- *Bicker* means to argue over something unimportant.
- An *underlying issue* is a deeper problem than the one that is visible on the surface.
- *Make a go of something* is an informal way of saying to make something succeed, for example, a marriage or a business.
- *All's well that ends well* is used to indicate that a difficult situation has ended with a good result. There is a play with this title by William Shakespeare.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

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

D ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the three featured phrases.
- Have Ss complete the statements individually.
- In pairs, have Ss read the conversations aloud and check answers.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

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

F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Then read the self-test heading and the statement *Parents and teens are sometimes on opposite sides of the fence, but not always.* Elicit or explain that the expression *side of the fence* refers to a particular point of view in an argument. *Be on opposite sides of the fence* means to have completely opposing views.
- Invite Ss to look at the images in the self-test. Call on volunteers to read each self-test item as well as the speech balloon in the illustration for item 5. Clarify vocabulary as needed, referring to the Language Notes below.
- Tell Ss to complete the self-test individually. Reiterate that 0 indicates no agreement and 3 indicates full agreement.
- Bring the class together and poll, *Who has more points on the teen's side? The parent's side?* Then ask, *Were you surprised by your score?*
- Bring the class together and calculate the average score for the class. Add up all the individual scores on the board and divide by the number of people in the class to get the class score. Then write: *On average, our class is on the teen's side / is on the parent's side / can see both sides of the issues.*

OPTION (+5 minutes) Have Ss work in pairs to compare and discuss their opinions on the self-test.

CHALLENGE (+5 minutes) Invite Ss to speculate in pairs. Write on the board: *When you are older, do you think your point of view will change? Why?* Or ask, *When you were younger, did you have a different point of view?* Tell Ss to revisit the topics imagining themselves older (if they are young) or vice versa.

LANGUAGE NOTES

- Item 1: A *curfew* is the time decided by parents by which a child must be home or asleep in the evening.
- Item 2: *Chores* are small tasks family members have to do, especially work related to keeping a house clean.
- Item 4: *Help around the house* means to do different chores. *A sense of responsibility* refers to being aware of what one is supposed to do.
- Item 5: The verb *ground* means to stop a child from going out with their friends as a punishment for doing something wrong; the passive expression *I'm grounded* means the state of being punished in this manner.

EXTENSION (+10 minutes) Form pairs. Assign pairs one of the five categories: curfews, money, privacy, household chores, and discipline. Have pairs prepare a short role play illustrating their issue, with one partner as the parent and the other as the teenager. Then have them perform the role play. The class will identify the issue and then share their opinions about the situation. If Ss need an example of a role play, say, *A father and 14-year-old daughter arguing because the father searched his daughter's desk and found a phone he had never seen before.* (privacy) As Ss share opinions, encourage other Ss to share similar examples.

START TALKING | GROUP WORK

Suggested time: 10 minutes | Your time:

- Ask Ss to read the directions and the two situations. Say, *The first topic refers to the content discussed in the self-test. The other topic relates to the Zoom-In conversation.* If time is limited, encourage Ss to focus on one of the two topics.
- Divide the class into groups. Remind Ss to provide specific examples in their stories. Tell Ss they don't have to talk about their own lives if they don't want to. The second question about relationships can be especially sensitive.

EXTENSION (+5 minutes) Direct Ss' attention to the second bullet point. Ask, *In your experience, do people typically share this type of personal information with colleagues at work? Would you?* Invite Ss to return to the Zoom-In conversation on page 78. Play the audio of the first half of the conversation as the Ss read along. Bring Ss' attention to Lakshmi's statements *I hope I'm not out of line bringing it up* and *Bryant, please don't feel obligated.* Point out that these are polite ways to navigate a delicate topic. Have volunteers practice reading the first half of the Zoom-In conversation with a partner.

F TALKING POINTS | Take the self-test about parent and teen perspectives.

Whose side are you on?

Parents and teens are sometimes on opposite sides of the fence, but not always.
Rate each statement from 0 to 3, with 0 for "I don't agree at all" to 3 for "I strongly agree."

1 Curfews

TEEN'S SIDE 0 1 2 3

Once you're 16, you should be able to stay out as late as you want on the weekend.

PARENT'S SIDE 0 1 2 3

Sixteen-year-olds are way too young to be out unsupervised at night. They make bad decisions.



2 Money



TEEN'S SIDE 0 1 2 3

Parents should automatically give kids an allowance every week. It helps them learn to manage money and lets them buy things without having to ask their parents.

PARENT'S SIDE 0 1 2 3

If teens want money to buy things, they should earn it. They can get an afterschool job like babysitting, or they can ask their parents to pay them for household chores.

3 Privacy

TEEN'S SIDE 0 1 2 3

Teenagers have a right to privacy regarding their Internet activities. Their parents should trust them instead of looking over their shoulder all the time.

PARENT'S SIDE 0 1 2 3

Parents should be aware of what their teenage children are doing on the Internet. There are dangers out there, and it's the parents' job to protect their children.



4 Household chores



TEEN'S SIDE 0 1 2 3

Teenagers don't have much time for household chores. Their primary responsibility is their schoolwork.

PARENT'S SIDE 0 1 2 3

Teenagers should help around the house. It helps them develop useful skills and a sense of responsibility.

5 Discipline

TEEN'S SIDE 0 1 2 3

By the time a person is a teenager, he or she knows the difference between right and wrong. If teens make mistakes, they will learn from them with no need for parental discipline.

PARENT'S SIDE 0 1 2 3

Parents should make rules for teens' behavior, to keep them safe and teach them the difference between right and wrong. If teens break the rules, parents should ground them.



TOTAL YOUR POINTS

TEEN'S SIDE _____

PARENT'S SIDE _____

Whose side are you on? Or do you think you can see both sides of the issues?

START TALKING

GROUP WORK Tell your classmates about a time you or someone you know . . .

- had a different opinion from a parent or a teen regarding behavior and responsibilities.
- patched things up with a friend, romantic partner, spouse, or colleague after a serious disagreement.

Provide specific examples and use words and phrases from Zoom-In and Talking Points.

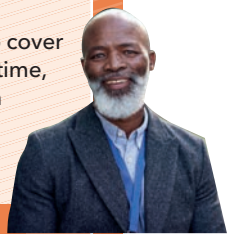
1 COMMUNICATION GOAL Describe family trends

A GRAMMAR CLOSE-UP | Read about the growing trend of adult children in the U.S. living with their parents. Notice the featured grammar.

"I don't know the statistics, but it just seems to me that a ton of adult children are living with their parents today–many more than when I was in my twenties. Personally, I've always thought that when kids finish school it's time for them to get a job and move out of their parents' house. I mean, the older they get without being financially independent, the harder it is for them to move on. But times are changing, right?

I have three adult children living at home right now, and I have a lot of sympathy for what they're going through. None of them wants to be financially dependent on me and my wife, but lately it's been getting more and more difficult for young adults–even those with a good education–to earn a living wage. I've even heard that in some cases, incredibly, the more education a person gets, the more difficult it can be to find a good paying job! And with rents rising higher and higher and single-family homes getting more and more expensive, fewer and fewer young people can afford a house until they're well into their thirties.

When I was in my twenties, I earned enough to cover my living expenses, take a vacation from time to time, and even put some money away towards a down payment on a house. Every day it seems that's getting less and less possible. What's the world coming to?"



Errol Walker, 58 Houston, U.S.

B PAIR WORK | Discuss the questions.

Possible answers:
1. after they finish school
2. empathetic, because he says he has a lot of sympathy for what they're going through

1 What had Mr. Walker always believed was the time for young adults to become financially independent?
2 Would you describe Mr. Walker's attitude about young adults as empathetic or critical? Explain.
3 How is life for Mr. Walker's children different from what his life was when like he was in his twenties?

3. He was able to pay for living expenses, take vacations, and put money away towards a down payment on a house, but his children have not been able to.

C GRAMMAR | Repeated comparatives and double comparatives

Repeated comparatives

Use repeated comparatives to describe continuing increases and decreases.
Salaries are getting **lower and lower**.
People are becoming financially independent **later and later**.

Use repeated comparatives with more or less to modify adjectives or adverbs that don't use an -er comparative form. When the adjective or adverb is "understood," it may be omitted.
It's getting **less and less likely** for young adults to be financially independent at 21.
It's **more and more convenient** to live with parents than to try to rent an apartment on one's own.
This is happening **more and more** frequently. (OR This is happening **more and more**.)

Use repeated comparatives with more, less, and fewer to compare nouns. When the noun is "understood," it may be omitted.
More and more young adults are staying in their parents' home because **fewer and fewer** are able to afford a house before they're thirty.

GRAMMAR EXPANDER p. 127
- Making comparisons: review and expansion
- Other uses of comparatives, superlatives, and comparisons with as . . . as

Double comparatives

Use double comparatives and the to describe a cause-and-effect process.
The more money one earns, **the easier** it is to buy a house. (Earning more money makes it easier to buy a house.)
The less people earn, **the later** they become financially independent. (Earning less money causes people to become financially independent at a later age.)
The older one gets, **the harder** it can be to leave home. (Getting older makes it harder to leave home.)

Note: When be is used in double comparatives, it is sometimes omitted.
The better quality the education (is), **the higher** one's achievement level (is).

Be careful!
Don't use the present or past continuous in a double comparative statement. Use the simple present or past.
The longer young adults **live** with their parents, the more dependent they **feel**.
NOT The longer young adults ~~are living~~ with their parents, the more dependent they ~~are feeling~~.

D NOTICE THE GRAMMAR | Find an example of a repeated comparative in Zoom-In on page 78.

that issue turned out to be quite big and got worse and worse

E GRAMMAR PRACTICE | On a separate sheet of paper, rewrite the sentences, using repeated comparative forms.

1. Fewer and fewer young adults are financially independent before the age of thirty.

1 (A decreasing number of) young adults are financially independent before the age of thirty.
2 These days home purchases by people in their thirties are taking place (with decreasing frequency).
3 They say that people tend to live with their parents for (an increasing length of time) these days.

2. These days home purchases by people in their thirties are taking place less and less (frequently).
3. They say that people tend to live with their parents for longer and longer these days.

LESSON 1 Describe family trends

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the directions. Then have Ss look at the photo. Ask, *Who might Errol Walker be?* (a parent whose kids have returned home to live)
- Have Ss read the text. Play the audio if appropriate.
- To check comprehension, ask Ss to say whether the following statements are true or false based on Errol's comments. Tell Ss to correct the false statements.

  It's better to become financially independent sooner rather than later. (T)

  Young adults with a better education earn more money. (F: Even those with a good education find it difficult to earn a living wage.)

  I*n some cases, less education might be better for finding a good paying job.* (T)

  Life used to be more affordable. (T)

  Errol is confident his kids will be able to buy homes in their twenties. (F: He's concerned that fewer and fewer young people manage to do this.)
- Have Ss read the text again, focusing on the featured grammar.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Form pairs and have them discuss the questions.
- Bring the class together and call on volunteers to share their answers to the questions.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the three rules for repeated comparatives. Ask volunteers to read the examples.
- To check understanding, write these sentences on the board:

  1. It's becoming more and more difficult to save money.

  2. Fewer and fewer young adults are able to afford their own homes.

  Ask, *Which repeated comparative modifies an adjective?* (sentence 1) *A noun?* (sentence 2)
- Review that the words *more*, *less*, and *fewer* can be used to compare nouns and noun phrases. Remind Ss that *fewer* goes with count nouns, and *less* with non-count nouns. Note also that fewer and fewer people make this distinction in speaking, using *less* in both cases. In formal writing, the distinction is still important.
- Say, *Now let's think why repeated comparatives are used.* Write on the board:

  Salaries are getting lower and lower.

  Salaries are getting lower.

  Ask, *Is there a difference in meaning in these two sentences?* (no) *Why do you think the first sentence repeats the word* lower*?* (for emphasis)
- Then face one S and say, *Your English is getting better.* Next face another S and say, *Your English is getting better and better.* Ask, *Which statement emphasizes the improvement?* (the second one)
- Point out to Ss that repeated comparatives are mostly used with continuous verb tenses.
- Have volunteers read the explanation for double comparatives and the examples. After each sentence ask, *What is the cause? What is the effect?*
- Point out that the comma before the second comparative is necessary because each comparative is used in a separate clause.
- Draw Ss' attention to the **Note** at the end of the chart. Provide another example on the board: *The bigger the house, the more expensive the price tag.* Call on a volunteer to say where the form of *be* would fit in the sentence. (The bigger the house [is], the more expensive the price tag [is].)
- Then read the **Be careful!** note. Explain that continuous tenses are not used with double comparatives because double comparatives state facts, not ongoing actions.

GRAMMAR EXPANDER (optional, page T127)

D NOTICE THE GRAMMAR

Suggested time: 2.5 minutes | Your time:

- Have Ss find the example of a repeated comparative. Review as a class. You could ask Ss to paraphrase the sentence or explain what it means.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the exercise. For lower-level Ss, you can elicit the forms by asking, *Which words are used for decreasing number?* (fewer and fewer) *Which words are used for decreasing frequency?* (less and less) *Which words are used for an increasing length of time?* (longer and longer)
- Have Ss rewrite the sentences individually. Then have them compare answers with a partner.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then discuss each statement with a partner.
- Go over the answers as a class. Have Ss notice that in each item, the first part of sentence is the cause and the second part is the effect.

G LISTEN TO ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

- Write these topics on the board: *education, life expectancy, marriage, medical care, dating time.*
- Instruct Ss to listen, without referring to the Student's Book, and identify the two topics for each conversation. Point out that one of the topics will be used twice. (1. education and medical care, 2. dating time and marriage, 3. education and life expectancy)
- Have Ss listen again and complete the exercise individually. Review answers with the class.

H ERROR CORRECTION

Suggested time: 2.5 minutes | Your time:

- Give Ss a few minutes to correct the errors. Then go over the answers as a class.
- Ask, *Why is the present continuous not correct here?* (because double comparatives state facts, not ongoing actions)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the sample statement. Draw Ss' attention to the **Ideas** list.
- Have Ss write statements about changing trends in their country and then compare their ideas in pairs. Reinforce that Ss shouldn't just write anything they think of, but rather make statements about things they observe in their own lives or think might be true. Assist as needed.
- Remind Ss to use repeated comparatives and double comparatives. Write examples on the board for reference: *More and more kids are moving back home to live with their parents.*

EXTENSION (+20–30 minutes) For a more academic focus, have Ss write a paragraph developing one of their statements from Talking Points and including information from the Internet to back up their statements with facts and figures. Encourage them to use the repeated and double comparatives in statements such as this: *In the last ten years, people have been getting married later and later, and a declining number of women are having children in their early twenties. In addition to marrying later, an increasing number of people are waiting longer and longer to have children. This has resulted in a higher standard of living across the country because it has been found that the longer people wait to have children, the faster their income rises at the beginning of their careers.*

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Ask a volunteer to read the example answer.
- Form groups and have Ss discuss topics from their Talking Points notes. One S in the group should take notes so they can report back to the class.
- Monitor Ss' conversations, encouraging Ss to use repeated and double comparatives.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

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

✓ describing family trends

✓ using repeated comparatives and double comparatives

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) Display the audio script for Exercise A on page 78 (found under Printable Resources in the Portal). Write on the board:

1. *Write two examples of repeated comparatives in the audio.* (. . . more and more women are staying in school; . . . as more and more women join the workforce)
2. *Write two examples of double comparatives in the audio.* (. . . the more education women get, the smaller families they have; . . . the longer they stay in school, the better their opportunities for employment)
3. *Rewrite this statement as a double comparative:* When women remain in school, they tend to marry later and have children later. (The longer women remain in school, the later they tend to marry and have children.)

Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional grammar practice in their digital resources.

F PAIR WORK | **Complete the statements logically, using the cues and double comparatives. Then discuss whether you agree or disagree with each statement. Support your opinion.**

1 The *harder* (hard) students study, the *better* (good) their grades are likely to be.
2 The *longer* (long) people continue their studies, the *later* (late) they marry.
3 The *higher* (high) the quality of health care, the *healthier* (healthy) people usually are.
4 The *younger* (young) people are when they have children, the *lower* (low) their lifetime earnings.
5 The *older* (old) people are when they leave their parents' home, the *more financially dependent* (financially dependent) they tend to be.

G LISTEN TO ACTIVATE GRAMMAR | **Listen to three people talking about trends in marriage and family life. Then listen again and complete each statement, according to what the speaker implies, using double comparatives.**

1 *The more* education mothers get, *the better* medical care they receive.
2 *The longer* couples date, *the later* they marry.
3 *The longer* children stay in school, *the longer* they live.

H ERROR CORRECTION | **Correct the errors in the sentences.**

1 The more I'm practicing my grammar, the more correctly I'm speaking.
2 The more ice cream I'm eating, the more I'm weighing.

1. *The more I practice my grammar, the more correctly I speak.*
2. *The more ice cream I eat, the more I weigh.*

COMMUNICATION ACTIVATOR

Now let's describe family trends.

A TALKING POINTS | **On the notepad, write statements with repeated and double comparatives about changing trends in your country. Compare statements and ideas with a partner.**

Families have been getting smaller and smaller.

Ideas
- the size of families
- the age people marry
- the number of children born in each family
- the amount of education the average person gets
- your own idea: ___

B GROUP WORK | **Use your Talking Points to discuss trends and how they will impact the families of the future. Include information about the following topics: education, income, housing, health, and family size.**

RECYCLE THIS LANGUAGE
It seems like . . . The way I see it . . .
I would think that . . .

"The way I see it, if more and more people have fewer and fewer children, our population will decline. There are upsides and downsides to a declining population. On the one hand, . . ."

KEEP TALKING! ●●●
- **Provide examples from your own life or the lives of people you know.**
- **Include information from the news or current events.**
- **Say as much as you can.**

Watch the video for ideas!



2 COMMUNICATION GOAL Talk about parent and teen relationships

A VOCABULARY | Parent and teen behavior | Read and listen. Then listen again and repeat.

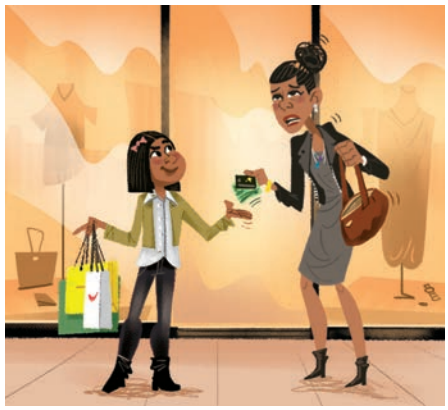
People criticize teens for being . . .



disrespectful / inconsiderate



rebellious



spoiled

People criticize parents for being . . .



(too) strict



(too) lenient



overprotective

B ACTIVATE VOCABULARY | **First complete each statement with one of the adjectives. Use too with the adjective if that represents your opinion. Then, with a partner, discuss another example using the same adjective. The example can be invented or something that happened in your life.**

My friend Carly has an 11:00 curfew. Last Saturday, she was at her friend Julie's house, and when she wasn't home at midnight, her parents got really worried, and they actually called the police!

Wow. That was pretty inconsiderate. Didn't she realize her parents would get worried?

1 Teens who refuse to obey their curfew are ..... *rebellious* .....
2 Parents who only let their teens use their phones when their homework is completed are ..... *(too) strict* .....
3 Teens who wear messy, dirty clothes to dinner at their grandparents' house are ..... *disrespectful* .....
4 Kids who expect their parents to give them everything they ask for are ..... *spoiled* .....
5 Parents who don't let their teens go to the mall with their friends because they're afraid the mall is unsafe are ..... *overprotective* .....
6 Parents who let their teens go to the mall on school nights are ..... *(too) lenient* .....

LESSON 2 Talk about parent and teen relationships

A VOCABULARY

Suggested time: 5 minutes | Your time:

- First, brainstorm ideas about the lesson topic without referring to the Student's Book. Write on the board:
  People criticize teens for being . . .
  People criticize parents for being . . .
  Elicit ways to complete these statements and write them on the board. If Ss get stuck, hint that you are looking for adjectives to complete the sentences. However, accept separate statements, too. (For example: Kids never say "Good morning" to adults anymore. Parents buy their kids too much stuff.)
- Have Ss look at the pictures and captions in the Student's Book, and see if any adjectives on the board match those in the book.
- Have Ss read and listen. Then have them listen and repeat.
- To check comprehension, say, *I'm going to read a description, and you will say which word it describes:*
  Parents set a lot of restrictions and expect kids to obey rules. What are they? (strict)
  Parents let their kids have or do anything they want. What are they? (lenient)
  Parents worry too much about their kids. What are they? (overprotective)
  Kids refuse to obey family rules and just do whatever they want. What are they? (rebellious)
  Kids expect to have or get whatever they want. What are they? (spoiled)
  Kids are rude and often talk back to adults. What are they? (disrespectful / inconsiderate)

LANGUAGE NOTE Bring Ss' attention to the possible use of *too* with the adjectives *strict* and *lenient*. Review with Ss that *too* means more than is acceptable or necessary. By saying someone is *too strict* or *too lenient*, you are voicing your opinion that it's more than is necessary. Point out that the prefix *over-* in the word *overprotective* also means *too*. See the Teaching Tip below.

TEACHING TIP At the high-intermediate level, Ss should be encouraged, where possible, to try to deconstruct words to decode meaning. In Units 4 and 5, Ss studied some prefixes in Word Study exercises. In this unit, they study suffixes in Lesson 3. Encourage Ss to make a habit of looking at the different parts of a word to determine what it means.

EXTENSION (+5 minutes) Have Ss work in pairs to discuss the details in each picture. Encourage them to first discuss the elements of each picture in relation to the term being illustrated, before noticing other little details. Assist as needed. Make sure Ss are using the present continuous.

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions. Complete the first item as a class. Have Ss write the answer and ask a volunteer to read it. Then call on two more volunteers to read the example conversation.
- Have Ss complete the rest of the exercise individually. Then have them compare answers with a partner and discuss another example situation for each adjective. As Ss work, monitor and assist as needed.
- Then bring the class together and have volunteers share some of their examples.

TEACHING TIP Be mindful that while some Ss will gladly share details from their lives, others will be less inclined to do so. Always present the option to invent information or talk about other people, or even refer to characters from TV shows, movies, and so on. Certain topics might be unexpectedly difficult for Ss to talk about. When you see a S hesitate or resist, adjust the activity or focus of the lesson accordingly.

OPTION (+5 minutes) If Ss have used the intensifier *too* in their sentences, ask them to explain why.

CHALLENGE (+10–15 minutes) Have Ss write four more situations using the statements in Exercise B as a model. Remind them not to include the adjectives. Then have them exchange statements with a partner and choose the adjective the situation describes.

C LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Have Ss listen to the six conversations without referring to the Student's Book.
- Then have Ss listen again and complete the statements. Remind Ss to use *too* when necessary.
- Go over the answers as a class.

LANGUAGE NOTES

- Conversation 1: *Set limits* means to have specific rules that have to be followed.
- Conversation 1: The expression *no ifs*, *ands*, *or buts about it* means there is no negotiation on a matter.

D MAKE PERSONAL COMPARISONS

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss people who exhibit the various types of behavior. If Ss can't think of anyone or don't want to talk about themselves, they can refer to a movie or TV character with these traits.
- Encourage Ss to provide details.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Preface a hard truth with expressions such as *Well, I hate to say it, but . . . , I'm sorry to say . . . , To tell you the truth, . . . , Unfortunately, . . . , The sad fact is . . .*
- Use *Why's that?* to ask someone to elaborate on an opinion

- Have Ss read and listen to the conversation. To check comprehension, ask:
  What are the women discussing? (Abby's behavior)
  Was Abby always disrespectful? (no)
  Why does the second woman think there isn't much Abby's mom can do? (She thinks that as kids get older it's harder to control them.)
- Call Ss' attention to the **Social language** box and read the heading. Review that the verb *preface* means to introduce. Model each item for Ss to listen and repeat.
- To review the Lesson 1 grammar, ask Ss to find one repeated comparative and one double comparative. (And her behavior is getting worse and worse; The older they get, the harder it is to control them.)

LANGUAGE NOTE *Be at your wits' end* means to be very upset and not know what to do about a situation, often because you have tried everything possible to resolve it.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they
  - use an engaging tone for *So, here's a question.*
  - use falling intonation for *What do you think I should do about Abby?*, *Why?* and *Why's that?*
  - use rising intonation for *Is something wrong?*
  - use emphatic stress for *can* in . . . *there's not much you can do*
  - pause slightly after *Well, I hate to say it, . . .*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Form pairs. Read the directions.
- Draw Ss' attention to the situations in the **Ideas** box. Tell Ss they can also think up their own examples. Remind Ss to use the opener *So, here's a question.*
- Monitor Ss' conversations. Assist as needed. Have Ss change roles and practice again, using new ideas before working with a new partner.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

OPTION Use the Unit 8 Energizer Worksheet (see Printable Resources in the Portal).

D DISCUSSION

Suggested time: 5 minutes | Your time:

- Lead a class discussion. Give each S a minute to write one piece of advice for parents and one piece of advice for teenagers.
- Write two column headings on the board: *Advice for Parents* and *Advice for teenagers.* Call on volunteers to share their ideas.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using adjectives to describe parent and teen behavior
✓ using expressions to preface a hard truth

CLOSURE ACTIVITY (+5 minutes) Form pairs. Say, *You will hear Conversation 4 from Exercise C again. With a partner, discuss the mother's reaction, using vocabulary and expressions from the lesson. Then imagine how the son might respond to his mother telling him he's grounded.* Take notes to identify areas for review and extra practice.

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

C LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations about parent and teen behavior. Then listen again and complete the statements with adjectives from the Vocabulary, using each adjective only once.

1 He thinks she's too *strict*.
2 Lizzie's friend criticizes Lizzie for being *rebellious*.
3 He thinks she's *overprotective*.
4 She's angry because he's *disrespectful*.
5 He thinks she's really *spoiled*.
6 She thinks he's too *lenient*.

D MAKE PERSONAL COMPARISONS | Are you or anyone you know like any of the speakers in the conversations in Exercise C? Explain.

COMMUNICATION ACTIVATOR

Now let's talk about parent and teen relationships.



A CONVERSATION MODEL | Read and listen.

A: So, here's a question. What do you think I should do about Abby?
B: Why? Is something wrong?
A: Well, her teacher said she hasn't been paying attention in class lately. And her behavior is getting worse and worse.
B: That's so hard to believe. Abby's always been so respectful.
A: Well, I'm at my wits' end, and I don't know what to do.
B: Well, I hate to say it, but there's not much you *can* do.
A: Why's that?
B: Well, the older they get, the harder it is to control them. By the time they're teens, they just have to start taking responsibility for their own behavior.

Social language
Preface a hard truth with:
Well, I hate to say it, but . . .
I'm sorry to say . . .
To tell you the truth, . . .
Unfortunately, . . .
The sad fact is . . .

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

C IN YOUR OWN WORDS | Create your own conversation about parent and teen relationships. Start like this: *So, here's a question.* Be sure to change roles and then partners. (Option: Use the Unit 8 Energizer Worksheet.)

KEEP TALKING! ●●●

- **Give examples of your own experiences.**
- **Discuss other parent / teen issues.**
- **Say as much as you can.**

Watch the video for ideas!

Ideas
- behaving badly at school
- staying out late without permission
- being rude or disrespectful
- being a troublemaker
- hanging out with inappropriate people

D DISCUSSION | If you could give parents advice, what would it be? If you could give teenagers advice, what would it be? Provide reasons.

3 COMMUNICATION GOAL Compare the generations within a family


New York's Lower East Side, 1930s

A LISTEN TO CONFIRM CONTENT | Listen to Arthur Brody, founder and CEO of Joan and Arthur's Artisan Pickles, talk about the generations of his family. Write T (true), F (false), or NI (no information) for each of the statements, according to Arthur Brody's story.

F 1 Arthur Brody is an immigrant from Russia.
F 2 Ben was born on the Lower East Side of New York City.
NI 3 The family had Italian friends.
F 4 Sam and Eva made pickles in their home.
F 5 Ben went to law school, but he hated the law.
T 6 Both Arthur's parents were doctors.
T 7 Arthur and Joan bought a farm and began growing vegetables for food.
NI 8 Joan and Arthur earn more money than Ben and Stella.


Italian *giardiniera*


Vietnamese *do chua*

B LISTEN TO INFER | With a partner, answer the questions, based on Arthur's story. Listen again for the information that supports your inferences. *See below for answers.*

1 What was life like for Arthur's grandparents when they first arrived?
2 How did Sam and Eva's lifestyle differ from Ben and Stella's?
3 What does Arthur mean at the beginning and end of his story by, "The more things change, the more they stay the same"?

C MAKE PERSONAL CONNECTIONS | Which (if any) generation of Arthur Brody's family do you identify most with in terms of values, expectations, and achievements? Explain your reasons.

a Eva and Sam's (the first generation)
b Stella and Ben's (the second generation)
c Joan and Arthur's (the third generation)

D WORD STUDY | Using suffixes to transform verbs and adjectives into nouns | Note that some of the words undergo spelling changes when the suffix is added. Listen and repeat.

Noun suffixes	Nouns
-ness	competitive → competitiveness rebellious → rebelliousness selfish → selfishness strict → strictness unhappy → unhappiness
-ity	generous → generosity mature → maturity necessary → necessity secure → security
-ance **-ence**	important → importance independent → independence obedient → obedience lenient → lenience

Noun suffixes	Nouns
-ation **-tion** **-ssion**	expect → expectation immigrate → immigration prepare → preparation select → selection discuss → discussion permit → permission
-ment	develop → development encourage → encouragement
-y	difficult → difficulty discover → discovery
-ility	reliable → reliability responsible → responsibility

Possible answers for Exercise B:

1. Life was very difficult. They had very little money and lived in a crowded tenement building.
2. Sam and Eva were both immigrant workers who worked hard to provide for their family. Ben and Stella were both professionals (doctors) who didn't have much time for a home life.
3. Different generations went through different changes, but eventually the third generation ended up doing the same thing the first generation used to do.

LESSON 3 Compare the generations within a family

A LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Invite Ss to describe what they see in the three photos. Then ask a volunteer to read the caption of the black and white photo. Invite Ss to say what they know about the Lower East Side. See the Language and Culture notes below.
- Read the directions and tell Ss to skim the statements. Then play the audio.
- Clarify vocabulary by referring to the Language and Culture notes as needed.
- Have Ss complete the exercise. Then, in pairs, have Ss compare answers.

OPTION (+5 minutes) Invite Ss to make the false statements true.

LANGUAGE AND CULTURE

- From the 1850s to the 1920s, millions of immigrants came to the United States. The first waves of immigrants were mainly from Ireland and Germany. Later waves of immigrants came from Italy and Eastern Europe.
- The Lower East Side is a neighborhood in the southeastern part of Manhattan. One of the oldest New York City neighborhoods, it has historically been a gateway for immigrants. It currently has a large Chinese immigrant community.
- *Tenement buildings* were low-rise and narrow buildings with multiple apartments. They had minimum standards of sanitation and safety, such as no indoor plumbing, poor ventilation, and insufficient lighting; as a result, the rent was low.
- The term *the old country* refers to the country that a person was born in, but no longer lives in.
- *Prosperous* means rich and successful.
- *Fervently* means feeling something very strongly and sincerely.
- *Be cut out for something* means to naturally be able to do something.
- *Drop out* means to leave a school or university before your course or program of studies has finished.
- *Scrape together* means to get enough money for a particular purpose, when this is difficult.
- A *bumper crop* is a very large crop.
- *The rest is history* is an informal expression which means that everyone knows the rest of the story.
- *Penniless* means having no money.

B LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- In pairs, have Ss answer the questions based on what they remember from Exercise A. Then play the audio again for them to check or add to their answers.
- Assist as needed. Then review answers as a class.

C MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit or explain that *identify with someone* means to feel sympathy with someone or be able to share their feelings.
- In pairs or groups, have Ss discuss and infer the values, expectations, and achievements of the three couples. As Ss discuss, tell them to say who they identify with.
- Time permitting, bring the class together and ask, *Who identifies with Eva and Sam? Stella and Ben? Joan and Arthur?*

D WORD STUDY

Suggested time: 10 minutes | Your time:

- To introduce the concept of suffixes, write *responsible* on the board. Tell Ss not to refer to the Student's Book. Elicit the part of speech (adjective) and an example sentence. (For example: Michael is a responsible student.) Ask, *What is the noun form of* responsible? Erase *-le* and add the ending *-ility*.
- Direct Ss' attention to the two lists in the Student's Book. Have Ss study the transformations into the noun forms. Then have them listen and repeat.
- Point out that the charts contain examples of both adjectives and verbs that can be transformed into nouns. Ask, *Which suffix can be added to both an adjective and a verb?* (-y) Have Ss identify the verbs and the adjectives. (The left-hand chart has all adjectives; the first half of the right-hand chart has verbs [*expect* to *encourage*] and then adjective, verb, adjective, adjective.)
- Say, *Some spelling changes are internal spelling changes.* Write on the board: *generous / generosity*. Then say, *Others are spelling changes to the end of the original word.* Write on the board: *mature / maturity.* Say, *We drop the final* e *when adding a suffix that begins with a vowel.* Write on the board: *unhappy / unhappiness.* Say, *We change the final* y *to an* i.
- Have Ss look up words they don't know in the dictionary. Then have Ss share the words and definitions with the class.

LANGUAGE NOTE Point out that most words do not follow set rules for the formation of nouns; they just have to be learned.

E WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Reiterate that there can be more than one noun for each item.
- Have Ss compare answers with a partner and use a dictionary to confirm their answers and check meanings. Monitor and assist as needed. Note that *dependent* can be both an adjective and a noun.

PRONUNCIATION LESSON (optional, page T137)

F ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. Write on the board: *Eva and Sam's generation; Stella and Ben's generation; Joan and Arthur's generation.* Model the first item. Ask, *Who from the three generations demonstrated competitiveness or a competitive attitude?* (Stella and Ben: They both became successful doctors.) Ask, *Who was not interested in a competitive lifestyle?* (Arthur: He tried law school and realized it wasn't for him.)
- Encourage Ss to use the generation references on the board as they work to recall which context the words may apply to. Help as needed. Monitor for correct use of noun, verb, or adjective.
- Bring the class together and have Ss share.

OPTION For lower-level classes, share the audio script (found under Printable Resources in the Portal).

OPTION (+5 minutes) Write these sentences from the audio script on the board for Ss to complete with the listed words in Exercise F. Remind them to be mindful of tense for the verbs. Then check answers as a class. Ask Ss to identify the part of speech.

1. *Sam and Eva's story was the story of many ___ to the U.S.* (immigrants: noun)
2. *They believed fervently in the ___ of education, and they ___ Ben to study hard.* (importance: noun, encouraged: verb)
3. *I had always assumed that I would ___ for a profession like my parents'.* (prepare: verb)
4. *I had a series of jobs and earned enough to be ___ of my parents.* (independent: adjective)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Invite Ss to look at the photograph. Ask, *Do you think it is the same time more or less as the photo on page 84?* (yes) Hint to Ss to read the caption to confirm. Elicit or explain that *the early 20th century* means approximately 1900 to 1930.
- Read the directions and have Ss skim the chart. Elicit or explain that *lifestyle* refers to the way a person or group of people live, including the place they live in, the things they own, the kind of job they do, and the activities they enjoy.
- Have Ss write their ideas on the notepads individually. Tell them to fill in all the cells for which they have information. If Ss need more room to write about lifestyle or habits and tastes, tell them to use a sheet of paper.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Ask volunteers to read the discussion questions.
- Divide the class into small groups to discuss. Have each group write a list of ideas describing the next generation.
- Bring the class together and call on volunteers to share the group's ideas.

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

- ✓ incorporating words from the Word Study to talk about generations
- ✓ comparing different generations within their families

OPTION (+20–30 minutes) Have Ss choose one of the questions they discussed in Exercise B, Discussion, and summarize their ideas in a paragraph. Ss can read each other's summaries and offer feedback.

CLOSURE ACTIVITY (+5 minutes) Form pairs. Say, *Study the picture of the immigrants coming off the boat. Describe what is happening and what the people may be feeling. Think about what might have brought them to New York. Use various forms of the words in Exercise D on page 84 and Exercise E on page 85.* Monitor Ss' conversations to identify areas for review and extra practice.

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

E **WORD STUDY PRACTICE** | **Circle all the words in each row that are nouns. Check a dictionary if you are not sure about the meaning of a word.**

1	dependency	depend	dependence	dependent
2	confidence	confident	confide	confidently
3	consider	consideration	considerate	considerately
4	different	difference	differentiate	differentiation
5	attraction	attract	attractive	attractiveness
6	important	importance	importantly	
7	unfair	unfairness	unfairly	
8	closeness	close	closely	
9	identify	identity	identification	

PRONUNCIATION LESSON p. 137
Stress placement: prefixes and suffixes

F **ACTIVATE VOCABULARY** | **With a partner, create statements and questions about Arthur Brody's life, using as many of these words as you can.**

competitive / competitiveness	immigrant / immigration
encourage / encouragement	independent / independence
expect / expectation	prepare / preparation
important / importance	unhappy / unhappiness

COMMUNICATION ACTIVATOR

Now let's compare the generations within a family.

A **TALKING POINTS** | **Write notes on the chart about three generations of your family: your grandparents' generation, your parents', and your own. Note: If there is no relevant information, write N/A (not applicable). If you don't know, write Unknown.**

	Grandmother / Grandfather	Mother / Father	Myself / Siblings / Spouse
place of birth			
education			
age at marriage			
place lived most of life			
occupation(s)			
lifestyle			
habits and tastes			



European immigrants arriving in New York, early 20th century

B **DISCUSSION** | **Discuss the questions with your classmates. Use information from Talking Points for ideas.**

1. In what ways is your generation different from earlier generations in your family? What do you respect most about your parents' generation?
2. How do you imagine the next generation in your family will differ from or be similar to a prior generation?

A READING | Read an article about multi-generational households in the United States. Which generation in those households benefits the most? *See below for possible answer.*

Today's Multi-generational Household



Tae and Monnica Kim moved into Tae's parents' home in Southern California several years ago for a variety of reasons, not the least of which was financial. Tae and Monnica made the mortgage payments on the house and covered other expenses as well while Tae's mother took care of their two children. Tae and Monnica have grown to feel that the benefits of having their parents there have far outweighed any possible inconveniences. One benefit is the daily contact their children have with their grandparents—increasing quality time and building a lifetime of happy memories.

In the U.S. today, multi-generational households are more common now than ever before, with some 64 million Americans—about 20% of the U.S. population—living with people of two or more generations, and the number of such households continues to grow.

According to the Pew Research Center, a multi-generational household includes at least two adult generations or grandparents with grandchildren younger than 25. The trend toward such households has profound consequences on both family culture and the well-being of all.

A multi-generational household confers benefits on each generation. Taking a three-generation household, with grandparents, parents, and school-age children living together as an example, here are some.



Most parents in the developed world work outside the home and need skilled childcare, especially when children are of preschool age, but also when they are in school. When parents don't have to transport children to and from daycare or school—or hire and pay unknown people to care for their children at home in a live-in or part-time capacity—they have peace of mind about the safety of the children, are able to focus on their careers, and save money. After all, who is better at caring for children than a trustworthy and loving grandparent? And when parents arrive home from work in the evening, grandparents might have already made sure homework has been done, baths have been taken, and dinner has been prepared.

For young grandchildren, the loving care grandparents contribute is priceless: It can nurture children's self-confidence day by day. Grandparents recount stories about the history of the family and provide "eyewitness" accounts of mom or dad's childhood, delighting grandchildren about what life was like "in the olden days." They hand down the family's traditional favorite recipes. And grandparents are famously less strict than parents, so much so that some say their lenience "spoils" grandchildren!

For grandparents, especially those who are divorced or widowed, living with children and / or grandchildren can prevent loneliness and depression and provide a sense of purpose. If they cook dinner for the children, or even for the whole family, they will be assured of good nutrition for themselves, so important for maintaining health and increasing lifespan. And realizing the contribution they are making to the other generations of the family will increase their satisfaction with their own lives as a whole.

It's hard not to see the benefits to all generations in this growing trend.

B SUMMARIZE | In your own words, summarize the benefits a grandparent can bring to a household with younger generations.

Possible answer for Exercise A

Grandparents can take care of grandchildren, giving parents peace of mind and saving them money. They can make sure their grandchildren finish homework and take a bath, and they can also prepare dinner before parents come home from work. They can tell their grandchildren family history and pass down family recipes.

LESSON 4 Discuss multi-generational households

A READING

Suggested time: 15 minutes | Your time:

- Write on the board: *multi-generational households.* Ask, *How many generations typically live in a family household?* (two: parent[s] and kid[s]) *What do you think a multi-generational household is then?* (a household consisting of three or more generations) Ask, *Has anyone here lived in a multi-generational household?* If Ss answer yes, invite them to share.
- Read the directions and the target question. Ask Ss to preview the pictures and speculate. See the ideas in the first Teaching Tips section on this page.
- Call on a volunteer to read the title of the article. Then ask, *Why do you think the article says Today's?* (the article talks about present day multi-generational households, not those of the past) *Do you think today's multi-generational households are different from those of the past?*
- Play the audio if appropriate. As Ss read and listen, have them underline information in the article that will help them answer the target question.
- Direct Ss' attention to the first two sentences in the article. Ask, *What was an important reason why Tae and Monnica moved into Tae's parents' house?* (financial) Invite Ss to speculate as to how combining the households made financial sense. (For example: There is only one mortgage to pay off, and Tae and Monnica don't have to pay for childcare.)
- Bring the class together. Ask, *Do you think there is a single generation that benefits the most?* Invite Ss to share, using examples from the text. (For example: No, each generation benefits equally. Children get attention and care from their grandparents, parents get much needed childcare while they work, and grandparents have company, eat properly, and feel useful.)

LANGUAGE AND CULTURE

- To say *the benefits far outweigh the inconveniences* means that there are more advantages than disadvantages to a situation.
- *Confer [benefits]* means to give an advantage or help in some way.
- *Priceless* means extremely valuable.
- *Nurture* means to help something develop.
- *Recount* means to tell a story or describe a series of events.
- *The olden days* is used to refer to a period in the past. The term is typically used for past times that are remembered fondly; another similar expression is *the good old days*.

TEACHING TIPS

- Always be sure to exploit photos for previewing texts. The photos in the current text allow Ss to engage with the target question before reading the article. They get Ss' attention and help them frame ideas about a multi-generational household.
- This article shows a growing trend in the U.S. However, in many parts of the world, multi-generational households have always been the norm. You may wish to discuss trends in other parts of the world.

B SUMMARIZE

Suggested time: 10 minutes | Your time:

- Read the directions. Point out that Ss should not summarize the entire article, just the benefits a grandparent can bring to a household. See the Teaching Tip below about following directions carefully.
- Have Ss work in pairs. Decide if Ss will summarize the benefits orally or in writing.
- Encourage Ss to skim the article again and underline or take notes.
- Remind Ss to use their own words and not include their personal opinions.

CHALLENGE (+5 minutes) Read lines 5–7 in the article: *Tae and Monnica have grown to feel that the benefits of having their parents there have far outweighed any possible inconveniences.* Ask, *Does the article go on to mention any potential inconveniences?* (no) Invite Ss to consider negative aspects of multi-generational households. See the second Teaching Tip below for ideas to balance a viewpoint. Ask, *What do you think could be some challenges to several generations living together?* (For example: Older generations could find helping raise the younger generation tiring. Older generations may need care themselves if they are in poor health.)

TEACHING TIPS

- Always reiterate to Ss the importance of reading directions carefully. Point to the Exercise B heading. Say, *Even though the heading says summarize, the task is NOT to summarize the entire article. It's to summarize one aspect.* Discuss with Ss that they should never just *skim* directions. They should read them carefully and then reread them to confirm. Then they should ask for clarification if unsure. This is particularly important when writing an essay or taking an exam—misunderstood directions could cost a person a grade as well as waste their time.
- When a reading or recording presents only one view on a topic, be sure to invite Ss to share other ways of looking at the topic. If necessary, present a scenario to elicit a different picture than the one presented.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Read the directions. Review that *paraphrase* means to restate something in a shorter, clearer way using your own words. See the Teaching Tip below on paraphrasing.
- Say, *Find the four statements in the article and underline them.*
- Have Ss work individually to paraphrase the passages. Explain that key terms like *multi-generational households* don't need to be paraphrased. Assist as needed. If necessary, hint to Ss to paraphrase words like *consequences* and *famously*. Say, *Just like with translation, you can't just replace words when paraphrasing. To paraphrase effectively you need to take the whole idea, process it, and say it in a different way.*
- In pairs, have Ss compare answers and improve their paraphrases.
- Bring the class together and call on volunteers to read a paraphrase for each statement.

TEACHING TIP Ss may mainly associate paraphrasing with the need to avoid plagiarism. While that is a very important reason to learn how to paraphrase, paraphrasing is also a useful way of confirming comprehension.

D MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Read the directions. Call on a volunteer to read the example statement. To poll the class, ask, *Would you like your elderly parents to live with you in the future?*
- Draw two columns on the board labeled *Advantages* and *Disadvantages*. Ask Ss who say they would like their elderly parents to live with them in future to elaborate. Write notes in the *Advantages* column. Then ask Ss who don't agree to explain their views. Write notes under the *Disadvantages* column.
- To wrap up, say, *For some people it's a choice to live in a multi-generational household; however, for others it's a necessity. What can families do to help a multi-generational household function well?* (For example: They can set clear boundaries and have family meetings to clarify roles and to make sure everyone is comfortable.)

EXTENSION (+5 minutes) Have Ss participate in a debate about multi-generational households. Half the class will argue in favor and half the class will argue against. Tell Ss to do their best to make their arguments convincing even if they don't agree with the side they were assigned. First one side presents their view, and then the other. After both sides have spoken, each team gets to disprove any arguments the other side made. Finally, the teacher points out the strongest arguments on both sides.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Call on volunteers to read the questions. Reiterate that Ss will take notes for information that is true for the country they come from.
- In pairs, Ss discuss the questions and write notes.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Ask Ss to describe what the photo shows. (a grandmother reading a bedtime story to her grandchild)
- Read the directions. Write the second part of the task on the board: *Discuss how you would change the most common practices if you could.* Point out that if Ss don't think change is necessary, they should indicate why they think common practices are just fine as they are.
- In small groups, have Ss discuss. Refer them to the optional Soft Skills Booster on page 158 for ways to paraphrase an opinion and respond. Tell them that confirming understanding like this shows open-mindedness.
- Monitor as Ss speak. Prompt with questions and assist as needed.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ discussing multi-generational households
✓ supporting their ideas with details

WRITING HANDBOOK (optional, page T148)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *According to the article, grandparents are less strict than parents. Say, Write a short paragraph responding to this statement, either agreeing or disagreeing. Give examples from your own experience.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading 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.

Possible answers:

1. *About 64 million Americans, or 20% of the U.S. population, are living in multi-generational households. It's becoming more and more common.*
2. *Multi-generational households have a great impact on family culture and family members.*
3. *Grandparents can build young grandchildren's self-confidence on a daily basis.*
4. *Grandparents are known for being lenient and spoiling their grandchildren.*

C **UNDERSTAND FROM CONTEXT** | **Paraphrase the following statements from the article.**

1. "In the U.S. today, multi-generational households are more common now than ever before, with some 64 million Americans — about 20% of the U.S. population — living with people of two or more generations, and the number of such households continues to grow."
2. Regarding multi-generational households, "The trend toward such households has profound consequences on both family culture and the well-being of all."
3. "For young grandchildren, the loving care grandparents contribute is priceless: it can nurture children's self-confidence day by day."
4. "And grandparents are famously less strict than parents, so much so that some say lenience 'spoils' grandchildren!"

D **MAKE PERSONAL CONNECTIONS** | **Based on the information in the article, what do you imagine the future of your family will be as its older generations age?**

> "In this country, trends are also beginning to change. Multi-generational households have been typical here. I think in the future, they will become less common."

COMMUNICATION ACTIVATOR

Now let's discuss multi-generational households.

A **TALKING POINTS** | **With a partner, discuss and write notes on the notepad to describe the most common parenting practices in your country.**

Who usually cares for preschool children on weekdays when both parents work outside the home?

Who usually cares for preschool children when one parent stays home during the day?

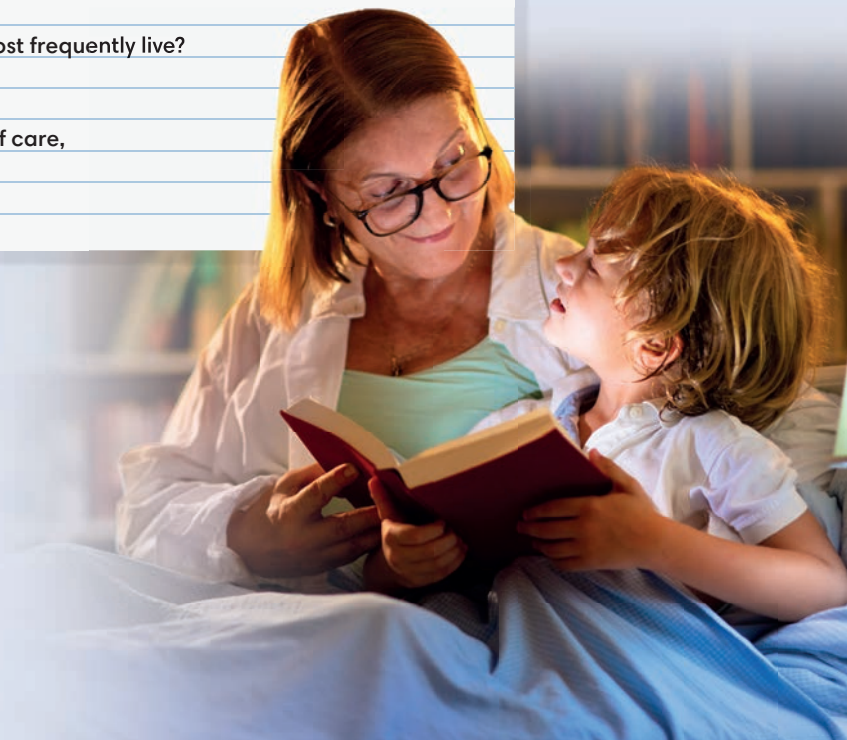
Who usually cares for school-age children after school?

Who makes an evening meal most often during the week?

Who supervises homework in most families?

Where does the oldest generation in the family most frequently live?

If the people of the oldest generation need a lot of care, who usually takes care of them?



B **DISCUSSION** | **Compare and discuss responses from Talking Points. Discuss agreements and disagreements, supporting your ideas with details. Discuss how you would change the most common practices if you could. (Option: Use the Unit 8 Soft Skills Booster, p. 158.)**

WRITING HANDBOOK p. 148
- **Skill** Avoiding run-on-sentences and comma splices
- **Task** Write a blog post with advice for parents and teens

PROGRESS SELF-CHECK

NOW I CAN

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

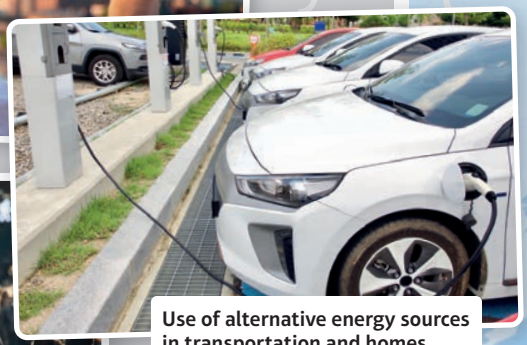
- ☐ Describe family trends.
- ☐ Talk about parent and teen relationships.
- ☐ Compare the generations within a family.
- ☐ Discuss multi-generational households.

Extend-It 4

1 Research RECENT trends

Form small groups. Choose a topic to research for a presentation. Assign each person in the group one aspect of the topic to research. Make notes on a notepad.


Tourism in your country


Use of alternative energy sources in transportation and homes


Changes in the population


Use of the Internet at home, school, and on the road


Birth rates

2 Plan and make a presentation

Using notes from Activity 1, plan a digital or poster presentation with your group. Use a presentation app or the rectangles to the right to prepare each part of your presentation. Divide up the presentation among group members and present the topic to the class.

Extend-It 4

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

1 RESEARCH RECENT TRENDS

Suggested time: 15 minutes | Your time:

Note: In Activities 1 and 2, Ss work in groups to research and present a recent trend. Activity 3 involves pairs of Ss playing a "Keep Talking" game giving their opinions.

- Call on volunteers to read the captions. Elicit that *birth rate* refers to the number of births for every 1,000 people in a particular year in a particular place.
- Read the directions and form groups of four. To make sure different topics are represented, you can assign topics to groups or have each group choose a topic out of a hat.
- Elicit that an *aspect* is one part of something that has many parts. To model how Ss might come up with aspects of a topic, say, *Let's look at the trend of multi-generational households from Lesson 4. What are some aspects of this trend that could be researched?* (the number of such homes and the growth; the benefits; the drawbacks; where they are most common and why)
- Tell Ss to brainstorm aspects of the trend they will be researching. Point out that the topic *Tourism in your country* specifies a trend in a particular country. Tell Ss they can talk about the other topics either in relation to the whole world, or in the context of a particular country or region. If Internet access is available, encourage Ss to look up ideas for aspects of the topic online. Monitor and assist.
- Bring the class together briefly. Check that all Ss have been assigned aspects to research. Say, *Write down what your other group members will be working on. That way, if you find something interesting during your research that fits better with another person's aspect, you can pass it on to them.*
- Decide if Ss will do digital presentations or use posters for Activity 2. While they research, they will need to either save or print images to use in their presentations, such as photos, maps, or graphs with statistics.
- Have Ss complete their individual research outside of class time if necessary. They should take notes rather than write full sentences.

2 PLAN AND MAKE A PRESENTATION

Suggested time: 60 minutes | Your time:

- Read the directions to clarify the procedure. The rectangles can be used for the actual presentation or just for planning what Ss will put on a real digital or poster presentation.
- Have Ss assemble in their groups and share their research. Tell Ss to collaborate to prepare the presentation digitally or as a poster. Remind Ss to formally introduce the trend and the aspects different people will talk about at the beginning. Also, Ss should formally close the presentation at the end. Write these questions for self-evaluation on the board to help keep groups on track:
  1. *Have we organized the aspects of our trend well?*
  2. *Do we have an introduction and closing?*
  3. *Does each speaker present the topic clearly?*
  4. *Does each speaker use good examples and visuals?*
  5. *Does each speaker speak clearly / at a good volume / at a good pace?*
  6. *Does each speaker stand up straight / make eye contact / use hand gestures?*
- As Ss work, assist as needed. Monitor that each Ss is involved and has a role. See the Teaching Tip on the next page for ideas to help Ss navigate a group presentation project.
- Bring the class together and instruct groups to present. If time is short, two groups can present to each other. Encourage Ss to think of questions to ask at the end of each presentation.

OPTION (+5 minutes) Write the following questions on the board for Ss to refer to as they evaluate each group's presentation. Tell Ss to take notes as each group speaks. Encourage Ss to highlight what groups did particularly well.

Peer Evaluation of Presentation

1. *Did the group organize the aspects of their trend well?*
2. *Is there an introduction and closing?*
3. *Did the speakers present their topic clearly?*
4. *Did the speakers use good examples and visuals?*
5. *Did the speakers speak clearly / at a good volume / at a good pace?*
6. *Did the speakers stand up straight / make eye contact / use hand gestures?*

At the end of all the presentations, the class can come together and share feedback. Remind Ss to give constructive feedback: They should be positive and polite.

TEACHING TIP Stress to Ss that a group presentation requires effective collaboration between group members. They have to rely on each other to complete the different research tasks and then tie everything together. If individual Ss don't complete their assigned task, the teacher must intervene or encourage creative problem-solving so the group presentation can proceed. If a S has not researched their assigned aspect, the group needs to adjust the original plan. For example, the S could talk about an aspect that can be discussed more subjectively and doesn't require research. Alternatively, another S may share some research for that S to present. Repercussions such as awarding grades can come later. The key is to keep Ss focused on the presentation task in class.

3 PLAY THE "KEEP TALKING" GAME

Suggested time: 15 minutes | Your time:

- Make sure you or Ss have three coins for each pair. Use two different coins or other small objects for the game pieces, and one coin to flip to determine moves in the game. Each pair will also need to use a timer on their phone or watch.
- Read the first set of directions. Call on Ss to read the ten questions in the purple boxes. For space 2, review that *pocket money* is a small amount of money that parents give regularly to their children. Ask, *What is another word for pocket money?* (an allowance) For space 10, elicit or explain the meaning of *punctuality*. (being on time) See also the Language and Culture note on this page.
- Give Ss a few minutes to take notes on the notepad.
- Read the second set of directions. Flip a coin to demonstrate the verb *flip*. If appropriate, explain: *To flip a coin to see who goes first requires one person to call* heads (*the side of the coin that shows an image representing the country*) *or* tails (*the side showing the value of the coin*). *Once a flipped coin lands, the side that is face up wins and that person goes first.*
- Ask a Ss to read the directions under *START*. Clarify: *The coin will continue to be flipped to determine each move throughout the game.* Alert Ss not to mix up the coin being flipped and the ones on the board.
- Confirm that Ss understand that each person will time their partner as they talk. Speaking successfully for 30 seconds allows the player to move forward one space, but the player doesn't speak again in that turn.
- In pairs, have Ss play until one person wins.
- Assist with navigating the game. Also monitor content.
- Bring the class together and ask the winners to raise their hands. Ask, *Was it difficult to speak for 30 seconds? Does 30 seconds go by quickly?*

LANGUAGE AND CULTURE *Community service* refers to work that is not paid that someone does to help other people. Teens are often encouraged to dedicate some of their time to a good cause. Community service is also used as punishment for less serious crimes.

3 Play the "KEEP TALKING!" Game

Look at the numbered questions in the game at the bottom of the page. Prepare your responses in notes on the notepad.

Play with a partner. Put your coins on START and decide who goes first. Flip another coin to move. When you land on a space, answer the question and KEEP TALKING. If you can KEEP TALKING for 30 seconds, move forward one space. Your partner then flips the coin and moves. The first partner to reach FINISH is the winner.

1 curfews	6 appropriate clothing for the office or class
2 pocket money	7 dating
3 screen time	8 truth in advertising
4 voting age	9 community service
5 driving age	10 punctuality



UNIT 9

Getting at the Truth



Stone figures of Rapa Nui

PREVIEW

A **A PLAUSIBLE EXPLANATION? | Listen to the description of an unexplained mystery. What is still unknown about the stone figures? What are two theories that might explain the mystery?**

See below for possible answers.

B **ZOOM-IN | Read and listen to two friends discuss the believability of news stories. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
David = Japanese
Marco = Spanish



David: Say, do you listen to Mike Mone on talk radio?
Marco: Sometimes. Why do you ask?
David: Well, he had this guy on the show the other day talking about UFOs . . . You know, unidentified flying objects.
Marco: Oh . . . like flying saucers?
David: Right. It seems that there have been around 120 sightings by U.S. military pilots. A few were captured on video.
Marco: So does that confirm we were being visited by aliens from another planet?
David: I take it you don't think that's possible. Do you think it might be a hoax?
Marco: I couldn't really say, since I haven't seen the evidence. All we know is those pilots saw something they couldn't identify.
David: Well, the videos were released to the public a few years back. So you can go online and see them for yourself.
Marco: Maybe I will.
David: But get this: Mone's guest claimed that the U.S. military wanted to keep the whole thing hushed up so no one would know about it.
Marco: You don't buy that, do you?
David: Me? Not really. Even *I* have to admit it sounds pretty far-fetched.
Marco: Totally. If it were true, why would the videos have been released for everyone to see?
David: I know. It just doesn't add up, does it?
Marco: You have to take these things with a grain of salt. People make all kinds of fishy statements on that show. If they can't provide any evidence, I'd rather play the skeptic and ask questions.
David: Speaking of which, I was listening to a podcast yesterday about how easy it's always been to fool people into believing pretty much *anything*. It's true. People can be so gullible.



Possible answers:

C **UNDERSTAND FROM CONTEXT | With a partner, paraphrase each featured sentence or phrase.**

1 I take it [you don't think that's possible]. *1. I assume*
2 I couldn't really say. *2. I don't know.*
3 But get this: *3. But listen to what I'm about to say:*
4 [They wanted] to keep the whole thing hushed up. *4. to keep the entire event a secret*
5 You don't buy that, do you? *5. You don't believe that, do you?*
6 That sounds pretty far-fetched. *6. That's difficult to believe.*
7 It just doesn't add up. *7. It doesn't make sense.*
8 [You have to] take these things with a grain of salt. *8. be skeptical about these things*

D **LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

E **THINK AND EXPLAIN | With a parter, discuss the questions and explain your reasons.**

1 Would it make sense for the U.S. military to want to keep the events under wraps yet at the same time release the videos for the public to see?
2 What do you think Marco means when he calls some statements "fishy"?

F **GROUP WORK | Discuss the topics.**

1 How can people avoid being fooled into believing fishy statements and falling for hoaxes?
2 Why do you think far-fetched stories are so appealing?

Possible answers for Exercise A
It's still unknown where the stone figures came from.
One theory is that the figures could have been "walked" by rocking them back and forth using ropes.
The other theory is that they may have been rolled on logs.

Unit 9 Getting at the Truth

PREVIEW	Students listen to theories about the Easter Island statues, read a conversation discussing mysterious events, and take a self-test about how gullible they are.	
LESSON 1 **Speculate about what happened**	***Vocabulary***	Degrees of certainty
LESSON 2 **Suggest a plausible explanation**	***Grammar***	Perfect modals: active and passive voice
LESSON 3 **Discuss why people fall for pranks**	***Word Study***	Adjectives with the suffix *-able*
	Listening skills	Understand from context; Listen for supporting details; Listen to summarize
LESSON 4 **Evaluate the trustworthiness of information sources**	***Reading skills***	Infer information; Draw conclusions

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

Preview

A A PLAUSIBLE EXPLANATION?

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the picture. Ask, *Has anyone heard of the stone figures of Rapa Nui?* Elicit or share that Rapa Nui is located in the Pacific Ocean, west of Chile and east of Tahiti. Show the island on a map if possible.
- Have Ss listen to the description. To check comprehension, ask:
  What is another name for Rapa Nui? (Easter Island)
  Is the report stating facts about how the stone figures were moved? (No, it's discussing different theories.)
- In pairs, have Ss discuss the questions in the directions.

LANGUAGE NOTES

- *Plausible* means likely to be true.
- *Remote* means far away from other places.
- *Inhabited* means populated by people.
- *Shrouded in mystery* means there is very little information about something.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the conversation. To check comprehension, ask:
  Does Marco believe UFOs exist? (He thinks it is unlikely.)
  Does David seem more gullible than Marco? (yes)
- Clarify vocabulary as needed, referring to the Language Notes on this page.

LANGUAGE NOTES

- A *hoax* is an attempt to make people believe something that is not true.
- A *skeptic* is a person who tends to disagree with claims or who questions others.
- *Gullible* means easily tricked.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss paraphrase in pairs.
- Go over the answers with the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

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

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Elicit or explain that *keep under wraps* in question 1 means the same as *keep hushed up* in Zoom-In.
- Have Ss discuss in pairs. Assist as needed.

F GROUP WORK

Suggested time: 10 minutes | Your time:

- Form groups and have Ss discuss the questions.
- Bring the class together and have groups share.

G TALKING POINTS

Suggested time: 10 minutes | Your time:

- Draw Ss' attention to the title of the self-test. Say, *When you ask a question with* How *plus an adjective, you are not asking* Are you gullible? *You are asking if you're very gullible, somewhat gullible, or not gullible at all.*
- Navigate the self-test with the class. Read the subheading. Point to the scale to clarify the term *continuum*. Model the first question. Read it and say, *For me, that's a 2. I tend to trust people easily*. Call on individual Ss and ask, *Where do you fall on the continuum? Is anyone a 5, meaning you don't trust other people at all?*
- Alert Ss that the continuum reverses in the second half of the self-test. Tell them to read the questions carefully and refer to the speech bubbles above the numbers.
- Call on volunteers to read the explanations of the scores at the bottom of the self-test. Make sure Ss understand that the expression *Nothing can make it past you* means you won't accept any lies as truth.
- Assist as Ss complete the self-test. Clarify vocabulary as needed.
- Instruct Ss to calculate their score. Write on the board: *very gullible, somewhat gullible, not gullible at all.* Add the numbers for the scoring ranges.
- Bring the class together and ask individual Ss, *How gullible are you?* Then poll the class, *How many of you are very gullible? Somewhat gullible? Not gullible at all?*

OPTION (+5 minutes) If Ss have difficulty imagining contexts for the self-test questions, provide them with real-life scenarios for each question. For example, write on the board:
Question 1: You are easily persuaded by sales assistants to buy things you don't need.
Question 2: When you see an ad for a miracle product, you typically buy it.
Question 3: If you like someone, you tend to believe what they say.
Question 4: If a friend is late to meet you, you immediately think something bad has happened to them.
Question 5: If someone tells you about a UFO encounter they heard about, you ask them to provide the source.
Question 6: If you receive an e-mail offering two free tickets to a comedy club, you delete the e-mail.
Question 7: If you lend someone money and they don't pay you back, you resolve to never lend them money again.
Question 8: You check the facts about a news item if it seems unusual.

LANGUAGE NOTES

- *Assume* means to think that something is true although you do not have definite proof.
- *Have good intentions* means to aim to be helpful or kind.
- *Jump to conclusions* means to form an opinion about something before you have all the facts.
- *Turn down* means to refuse an offer or request.

START TALKING | DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the directions. Call on a volunteer to read the featured expressions in Exercise C on page 90.
- Ask two volunteers to read the example conversation and notice the featured language. (add up; far-fetched) Other phrases that are relevant to the discussion are *not buy something* and *take something with a grain of salt*.
- In pairs, have Ss discuss their scores on the self-test.

Lesson 1 Speculate about what happened
Lesson 2 Suggest a plausible explanation
Lesson 3 Discuss why people fall for pranks
Lesson 4 Evaluate the trustworthiness of information sources

G TALKING POINTS | Take the self-test.



How gullible are you?

Circle the number on the continuum that most closely describes you. Then total your points.

	Yes, that's me!				No, that's not me at all.
Do you trust others easily and assume people have good intentions?	1	2	3	4	5
Do you feel embarrassed because you easily fall for hoaxes?	1	2	3	4	5
Do you rely on your feelings and instincts to evaluate unlikely claims?	1	2	3	4	5
Do you jump to conclusions without knowing all the facts?	1	2	3	4	5

	Yes, that's me!				No, that's not me at all.
Do you tend to question the things people say?	5	4	3	2	1
Do you turn down offers because you think they sound too good to be true?	5	4	3	2	1
Do you learn from your mistakes so you won't repeat them?	5	4	3	2	1
Before you believe an unlikely claim, do you ask for explanations and facts?	5	4	3	2	1

Total points

8–12: You appear to be pretty gullible! Time to start taking things with a grain of salt.

13–23: You're not likely to fall for a hoax anytime soon.

24–40: Nothing can make it past you ... You've got a good head on your shoulders.

START TALKING

DISCUSSION With a partner, use the featured words and phrases from Zoom-In to discuss the self-test you just took.

I don't think the self-test really adds up. Just because I said I usually trust people, doesn't mean I'm gullible.

So I take it you think the ratings on the self-test are pretty far-fetched?

1 COMMUNICATION GOAL Speculate about what happened

A VOCABULARY | Degrees of certainty | Read and listen. Then listen again and repeat.



VERY CERTAIN	
Clearly, **It's obvious (that)** **There's no question (that)**	someone's holding the door.
ALMOST CERTAIN	
Most likely **Probably** **I'll bet** **I suppose**	someone's holding the door.
UNCERTAIN	
Maybe **It's possible (that)** **I wonder if**	someone's holding the door.

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation and circle the phrase that best completes the statement. Then explain your choices.

1 She's (very certain / almost certain / uncertain)
He's (very certain / almost certain / uncertain)
about the reason Jade got grounded.

1. Both speakers think Jade is a good kid.

2 She's (very certain / almost certain / uncertain)
He's (very certain / almost certain / uncertain)
about the reason Jack is in debt.

2. Both speakers know that Jack spends money without thinking.

3 She's (very certain / almost certain / uncertain)
He's (very certain / almost certain / uncertain)
why Linda got her kids a puppy.

3. She thinks Linda might have gotten the puppy to make her kids happy. He believes Linda is too lenient and just did what her kids wanted.

C PAIR WORK | With a partner, take turns speculating about what's happening in the photo. Answer each question, using the degree of certainty provided.

1



"I think it's obvious that he's afraid of something."

A Why do you think the man is running? (It's obvious that . . .)
B What do you think happened earlier? (I'll bet . . .)
C What do you think is going to happen next? (Maybe . . .)

Possible answers:
1. B: I'll bet he stole someone's money.
C: Maybe the person he stole the money from will catch him.

2



A What do you think the child did? (Clearly, . . .)
B What do you think he's thinking right now? (Most likely . . .)
C What do you think his parents are thinking? (It's possible that . . .)

2. A: Clearly, he did something that made his parents angry.
B: Most likely he's feeling sorry that he did something bad.
C: It's possible that his parents are going to punish him.

LESSON 1 Speculate about what happened

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read what the woman in the cartoon is saying. Ask, *What's happening?* (People are waiting for the elevator.) *Have they been waiting long?* (yes, for ten minutes) *What could be the reason?* (For example: It's broken; There's an emergency.) Say, *We are speculating*. Point to the title of the lesson. Elicit or explain that *speculate* means to guess about the possible causes or effects of something, without knowing all the facts or details.
- Have Ss read and listen to the ways to express degrees of certainty. Then have Ss listen and repeat.
- Ask, *What do the speakers think is the reason for the elevator delay?* (Someone on the second floor is holding the door open, stopping the elevator from going up.)
- Point out that the expressions within each section all have the same degree of certainty. Tell Ss *probably* is also often used in the middle of a sentence. For example: *Someone's probably holding the door*.

OPTION (+5 minutes) Write the words and phrases from the chart on the board, mixing up the order. Say, *Draw three columns and list these words from more to less certain*. Go over the answers as a class.

EXTENSION (+5 minutes) Write on the board: *I wonder why / who / what / where / when . . .* Have Ss work individually to write three sentences starting with *I wonder* and a question word. In pairs, have Ss take turns saying their sentences and replying with a way to express certainty from Exercise A. For example:
A: I wonder why Ben didn't take that job.
B: I suppose he wasn't happy with the pay.

LANGUAGE NOTE *I'll bet* is a less formal way of saying that you're almost sure something is true.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 15 minutes | Your time:

- Have Ss read each item to orient themselves as to what everyday situation the speculation will be about. Review the meaning of *grounded* (when a child can't go out as punishment) and *be in debt* (to owe money).
- Tell Ss to listen to each conversation to determine how sure each person is about the situation. Encourage them to listen for specific vocabulary for expressing degrees of certainty and check against the chart in Exercise A. Pause after each conversation to allow Ss time to choose an answer.
- In pairs, have Ss compare and explain their choices. If appropriate, have Ss listen again to check their answers.

LANGUAGE NOTE *Impulsive* means likely to do things without considering the possible dangers or problems first.

CHALLENGE (+10 minutes) Assign pairs different conversations from Exercise B, and have Ss role-play them, using their own words and expressions for degrees of certainty. If Ss need to refresh their memory as to what the conversations were about, play the audio again. Then have Ss perform the role plays for the class.

C PAIR WORK

Suggested time: 15 minutes | Your time:

- Read the directions. Ask, *What can you see in the first photo?* (A man dressed in a suit and tie is running with a bag.) Call on a volunteer to read question A and the example answer. Elicit additional speculations.
- Form pairs and tell Ss to continue speculating using the questions and their own ideas. Ss can work on all four photos with the same partner, or rotate to work with new partners.
- Monitor as Ss work and assist as needed. Make sure Ss use the vocabulary in parentheses. See the Teaching Tip below for ideas on how to ensure Ss use appropriate grammar.
- Bring the class together and have Ss share speculations. Encourage others with different speculations about the same picture to share their ideas.

TEACHING TIP Grammar and vocabulary exercises are typically constructed to keep the focus on a particular language point. However, Ss may be tempted to use other structures they are familiar with. For example, Ss might use modals or perfect modals when speculating: *The man might be late for his train. The boy must have done something wrong*. If Ss know these structures well, permit them to make these statements. But then redirect them to stay on task and use the structures built into the exercise. The latter is particularly important if Ss are making mistakes using other structures.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Use *I wonder* to introduce something you're not sure about
- Say *I suppose* to acknowledge someone's point of view
- Say *That's true* to acknowledge the correctness of someone's conclusion
- Respond to someone's speculation with *Could be, Maybe, I suppose, Most likely, Clearly*, or *Definitely*

- Have Ss look at the photo and say what they see.
- Ask, *What is the woman on the left looking at?* (her watch) *What do you think they are talking about?* (the person they are waiting for)
- After Ss read and listen, check comprehension by asking:
  Who are the women waiting for? (Nick)
  Do they know why he's late? (no)
  Is Nick typically late without letting people know? (no) *How do we know?* (one of the women says *it's not like him not to call*)
  What might have caused his delay? (the traffic)
  Why might he not have called? (maybe his phone died)
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they:
  - use rising intonation for *Do you think something happened?*
  - use falling intonation for *Hey, which way are you headed?* and *What's your budget?*
  - use emphatic stress for *bet* in *I'll bet he got stuck in traffic* and for *suppose* in *I suppose*.
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 15 minutes | Your time:

- Read the directions. Call on volunteers to read the list of **Ideas**.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these expressions in their conversations. Also remind them to use the vocabulary in the chart in Exercise A on page 92 to express degrees of certainty.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are
✓ using phrases for expressing degrees of certainty
✓ speculating about what happened

OPTION Use the Unit 9 Energizer Worksheet (see Printable Resources in the Portal).

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

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write this e-mail on the board:
Hi Jack, I'm looking for Tina. I have a client who needs to talk to her. Do you know where she is? Thanks, Tim
Say: *Write a response to Tim's e-mail. Include three statements using expressions for degrees of certainty.* (For example: Hi Tim, Sorry, I don't know where she is. Most likely she's on a client visit. She probably won't be back until this afternoon. It's possible that Linda knows Tina's schedule, so you could try asking her? Jack)
Once Ss finish, say: *Exchange e-mails with a partner. Identify the degree of certainty your partner used.*
Collect the papers and read them to identify areas for review and extra practic

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

3. A: There's no question that she's talking to her boyfriend.
B: I'll bet her boyfriend did something bad.
C: I wonder if they'll break up.

3



A Who do you think she's talking to? (There's no question that . . .)
B What do you think happened? (I'll bet . . .)
C What do you think is going to happen next? (I wonder if . . .)

4. A: It's obvious that the cat saw something flying over it.
B: I suppose the cat was running around on the lawn.
C: Maybe the cat will catch it—but maybe it won't.

4



A What do you think the cat is doing? (It's obvious that . . .)
B What do you think the cat was doing earlier? (I suppose . . .)
C What do you think will happen next? (Maybe . . .)

COMMUNICATION ACTIVATOR

Now let's speculate about what happened.



A CONVERSATION MODEL | **Read and listen.**

A: I wonder what's taking Nick so long. He said he'd be here by nine.
B: Do you think something happened?
A: Probably nothing. I'll bet he got stuck in traffic.
B: I suppose. But it's not like him not to call.
A: That's true. Maybe his phone died.
B: Could be. I always forget to charge mine.

Social language
Responses to speculation
- **uncertain:** Could be. / Maybe.
- **almost certain:** I suppose. / Most likely.
- **very certain:** Clearly. / Definitely.

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

C IN YOUR OWN WORDS | **Create a similar conversation, using the ideas. Start like this: *I wonder . . .* Be sure to change roles and then partners. (Option: Use the Unit 9 Energizer Worksheet.)**

Ideas
- Your teacher hasn't arrived yet.
- Your friend's flight hasn't landed yet.
- Your computer screen is frozen.
- Your favorite restaurant looks open, but the door is locked.
- The package you're expecting still hasn't been delivered.
- You haven't seen your neighbor for a week.
- When you call your parents, no one answers the phone.
- Your own idea:

RECYCLE THIS LANGUAGE
I wonder [why / where / when / how / who / what] . . .
I'm not sure [if / whether] . . .
It doesn't really add up.
I don't really buy that.
That seems a little fishy.
I guess I'm just a worrywart.
[He's] usually very [considerate / trustworthy].
Well, I'm [an optimist].
What a pain in the neck!

KEEP TALKING! ●●●
- **Continue to speculate, using varying degrees of certainty.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL Suggest a plausible explanation

A GRAMMAR CLOSE-UP | Read about some well-known mysteries and the way some people explain them. Notice the featured grammar.

SOME OF THE WORLD'S GREAT MYSTERIES . . .



In southern Peru, huge lines and shapes were carved into the earth more than 1,500 years ago. They can only be seen from an airplane. No one knows what they were used for or how they were designed or made.

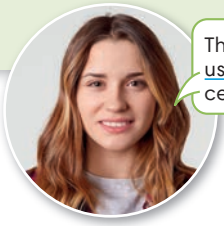


Experts say these huge stones in England came from mountains 257 kilometers away over 3,000 years ago. No one knows for sure how the stones were carried or put into place. The purpose of the stones is unknown.



An army of more than 8,000 clay figures was placed in the tomb of China's first emperor, to protect and serve him. Most of the central tomb has not been opened, and archaeologists speculate that doing so may be very dangerous.


People might have made small drawings first in order to plan the lines.


They must have been used for religious ceremonies.


The tomb could have been designed to kill anyone who tried to steal anything from it.

B PAIR WORK | Which mysteries seem the most interesting to you? Explain why.

C GRAMMAR | Perfect modals: active and passive voice

Remember: Perfect modals in the active voice are formed with a modal (or a modal-like expression) + have and a past participle.
No one **could have moved** the stones without help.

Form a perfect modal in the passive voice with a modal + have been and a past participle. Place not before have for the negative.

The stones **could** only **have been moved** with the help of a lot of people.
The tomb **might not have been discovered** if a farmer hadn't been digging for water.

GRAMMAR EXPANDER p. 128
Perfect modals: short responses (active and passive voice)

Perfect modals are often used in the active and passive voice to speculate about the past with different degrees of certainty.

Active voice	Passive voice
very certain	
Planning the shapes **had to have been** confusing.	They **had to have been drawn** first.
It **couldn't** (or **can't**) **have been** easy to carry the stones.	Moving them **couldn't** (or **can't**) **have been done** alone.
almost certain	
The Terracotta Army **must have taken** a long time to make.	They **must have been made** by a lot of people.
The Nazca Lines **must not have been** visible from the ground.	They **must not have been seen** by anyone for centuries.
uncertain	
Stonehenge **might** (or **may**) **have been** an important place.	It **might** (or **may**) **have been used** for religious purposes.
They **could have moved** the stones using logs.	The stones also **could have been moved** using ropes.

D UNDERSTAND THE GRAMMAR | Look at Grammar Close-Up again. Which featured statements are in the active voice? Which are in the passive voice?

active voice: People might have made small drawings first in order to plan the lines.
passive voice: They must have been used for religious ceremonies. The tomb could have been designed to kill anyone who tried to steal anything from it.

PRONUNCIATION LESSON p. 139
Reduction and linking in perfect modals in the passive voice

LESSON 2 Suggest a plausible explanation

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the directions. Then have Ss look at the photos and headings. Ask, *Has anyone heard of these mysteries?* (If yes, invite Ss to share briefly what they know.)
- Have Ss read the text. Play the audio if appropriate.
- To check comprehension, write on the board:
  What were the Nazca Lines used for?
  How were the Stonehenge stones carried or put into place?
  What is inside the Chinese emperor's tomb?
  Have Ss read the questions silently. Then ask, *What is the answer to all of these questions?* (no one knows)
  Point to the title and reiterate that these are mysteries.
- Draw Ss' attention to the three people's comments. Ask, *Are these people certain about what they are saying?* (No, they are speculating.) *What questions are they speculating about?* (How were the Nazca Lines created? What were the stones at Stonehenge used for? Why might it be dangerous to try to open the central tomb?)

B PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss share.
- Bring the class together, and take a poll about the most interesting mystery.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Note: Perfect modals were taught earlier in the *Connectivity* course (*Connectivity 3*, Unit 6). If Ss need a review, use an Inductive Grammar Chart from that unit, which can be found in the Portal.
- Read the first rule. Have Ss read the two example sentences silently. Ask, *What is the modal in the first sentence?* (could have been moved) *The second sentence?* (might not have been discovered)
- Draw Ss' attention to the **Remember** note. Ask a volunteer to read the example sentence. Say, *This sentence has the same meaning as the first example sentence on the left.* Invite Ss to compare. Then write the second passive sentence on the board. Ask, *How would we express this using the active voice?* (The farmer might not have discovered the tomb if he hadn't been digging for water.)
- Read the second rule. To confirm Ss' understanding, ask, *Do perfect modals have present or past meaning?* (past meaning)
- Draw Ss' attention to the subheadings *very certain, almost certain*, and *uncertain*.
- In pairs, have Ss read each subheading and the example sentences aloud. Tell them to notice the modal and past participle, and the placement of *not* in the negative statements. If Ss ask what the difference is between *can't have been easy* and *couldn't have been easy*, explain that there is none.
- As Ss work, summarize the three categories in a chart on the board:

	AFFIRMATIVE	*NEGATIVE*
very certain	*had to have*	*couldn't have / can't have*
almost certain	*must have*	*must not have*
uncertain	*might have / may have / could have*	*might not have / may not have*

- Point out the different modals for affirmative and negative in the *very certain* row. Write on the board: *Luke had to have lived abroad. How else would he speak such perfect French?* Ask, *What would we say for the negative?* (Luke couldn't have / can't have lived abroad.) Ask, *Could we say* Luke didn't have to have lived abroad? (no) Say, *The modal* had to have *cannot be used in the negative.*
- Finally, point to *could have* in the affirmative column of the chart on the board and note that it cannot be used in the negative to show uncertainty. *Couldn't have* has a very different meaning. Write:
  1. Luke could have lived abroad.
  2. Luke couldn't have lived abroad.
  Ask, *Which sentence means that it is uncertain if Luke lived abroad?* (1) *What does the second sentence mean?* (that it is impossible he lived abroad) Point to *couldn't have* in the *very certain* column of the chart on the board. Finally, ask, *How could we say sentence 1 in the negative to indicate uncertainty?* (Luke may not / might not have lived abroad.)

LANGUAGE NOTE Remind Ss that in American English, *must not* is not contracted to *mustn't*.

GRAMMAR EXPANDER (optional, pages T128–129)

D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss work individually to identify the statements as active or passive. Have them compare answers with a partner.
- Bring the class together and ask, *What is the level of certainty for each of the statements?* (1. uncertain, 2. almost certain, 3. uncertain)

PRONUNCIATION LESSON (optional, page T139)

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Draw Ss' attention to item 1. Ask, *What level of certainty is* There's no question that *in the sentence?* (very certain) Remind Ss that Exercise A on page 92 covered vocabulary for degrees of certainty.
- Tell Ss to look at the grammar chart on page 94. Ask, *Which perfect modal do we use to show that something is certain to be true:* had to have *or* couldn't have*?* Ask a volunteer to read the sample answer.
- Ask, *Is the sentence active or passive?* (active) Point out that all the exercise items are in the active voice.
- Instruct Ss to follow the same method to complete the exercise. They can work individually or in pairs. Assist as needed.
- Then bring the class together and go over the answers.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss look at the magazine covers and read the headlines silently. Ask, *What do all these magazines have in common?* (They make the story seem exciting or shocking.) Poll the class, *Who here is fascinated by magazines such as these?*
- Model the first item with the class. Ask a volunteer to complete the sentence.
- Have Ss complete the remaining three conversations individually and then compare answers with a partner. Remind them to only use the passive voice.
- Review as a class. Call on pairs to read each conversation aloud.

OPTION (+10 minutes) Have Ss look up similar exciting or shocking headlines online and make speculations about them in small groups. Have volunteers from different groups share a headline and their speculations with the class.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Start by asking, *Do you think any of the speculations in Exercise F offer a plausible explanation for the Nazca Lines, Stonehenge, or the Terracotta Army?* Then read the directions.
- Have Ss work individually to take notes suggesting explanations, expressing various degrees of certainty.

OPTION For fun, Ss can suggest additional theories that are clearly far-fetched.

B DISCUSSION

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example statement. Draw Ss' attention to the bold words and phrases. Ask, *What type of verb is* had to have been used *and what degree of certainty does it indicate?* (perfect modal in the passive voice; very certain) Ask, *Does the word* Clearly *indicate that something is very certain, almost certain, or uncertain?* (very certain)
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they discuss.
- Divide the class into pairs or small groups and have Ss speculate about each mystery.
- Monitor as Ss work to check for correct use of perfect modals and expressions for degrees of certainty. Encourage Ss to ask each other questions and provide details and examples.

C PRESENTATION

Suggested time: 10 minutes | Your time:

- Explain that Ss will prepare individual presentations. Write these prompts on the board: *Present the mystery; Present the theory; Explain why you believe it.* Encourage Ss to use perfect modals and vocabulary for degrees of certainty.
- Have Ss choose a mystery and prepare.
- Have them present their presentations to the class in this order: The Nazca Lines, Stonehenge, and The Terracotta Army. Keep a tally on the board to find out which theory for each mystery is supported by the majority of Ss.

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

✓ using perfect modals in the active and passive voice

✓ using vocabulary for degrees of certainty

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *The disappearance of Amelia Earhart.* Read this mystery to Ss: *Amelia Earhart was the first woman to make a solo flight across the Atlantic in 1932. In 1937 she set out to fly around the world, but her plane disappeared. The U.S. government conducted searches but could find nothing.* Then say, *Write a paragraph speculating on the topic and suggesting plausible explanations. Write at least three sentences using perfect modals and vocabulary for degrees of certainty.* Collect the papers and read them to identify areas for review and extra practice.

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

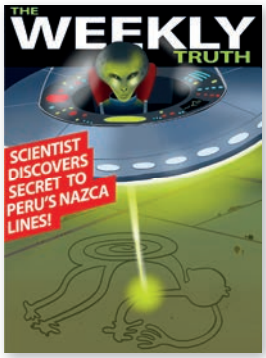
E GRAMMAR PRACTICE | **On a separate sheet of paper, rewrite the sentences with perfect modals in the active voice.** *See page T96 for answers.*

Hunting had to have been the cause of the carrier pigeon's extinction.

1 There's no question that hunting was the cause of the carrier pigeon's extinction.
2 Scientists believe that it's possible some form of life existed on the planet Mars billions of years ago.
3 It's possible the people of Rapa Nui cut down all the trees on the island to help move the stone figures.
4 Historians think that the Rapa Nui islanders probably didn't move the stone figures using tree logs.
5 It's possible that the U.S. military pilots saw something other than spacecraft from another planet.
6 The Terracotta Army's purpose was most likely to protect the emperor after his death.

F GRAMMAR PRACTICE | **Complete the conversations, using perfect modals in the passive voice.**

1



A: I suppose the Nazca Lines *could have been designed* (could / design) by aliens from another planet, right?

B: Come on! You don't really buy that, do you?

2



A: I read that some people believe Stonehenge *may have been built* (may / build) by the same people who carved the figures on the island of Rapa Nui.

B: That sounds pretty far-fetched to me!

3



A: Do you think the emperor *might have been buried* (might / bury) in a different location from where the Terracotta Army was found?

B: Of course not. He *had to have been buried* (had to / bury) with the soldiers who were supposed to protect him.

4



A: I don't see how the videos could be real. It doesn't seem plausible that they *could have been recorded* (could / record) while the pilots were busy flying their planes.

B: Why not? The planes *might have been built* (might / build) to record video automatically.

COMMUNICATION ACTIVATOR

Now let's suggest a plausible explanation.

A TALKING POINTS | **Suggest plausible or far-fetched explanations for at least two of the mysteries. Write notes to speculate with different degrees of certainty, using perfect modals.**

The Nazca Lines	Stonehenge	The Terracotta Army	Another mystery you know

B DISCUSSION | **Using your Talking Points and the Vocabulary from page 92, discuss your explanations.**

> "I believe Stonehenge **had to have been used** for religious purposes. **Clearly**, that's what makes the most sense."

KEEP TALKING! ●●●

- **Ask your partner questions.**
- **Challenge your partner's ideas.**
- **Say as much as you can.**

Watch the video for ideas!

C PRESENTATION | **Choose one of the mysteries and present your explanations to the class. Answer questions and support your ideas.**

3 COMMUNICATION GOAL Discuss why people fall for pranks

A WORD STUDY | **Adjectives with the suffix –able | Many adjectives are formed by combining a verb + the suffix –able, meaning "able to be." Notice that some adjectives undergo spelling changes. You can use a dictionary to check spelling. Listen and repeat.**

(accept)	acceptable	Their explanation is not **acceptable** to most people.
(afford)	affordable	I'm not sure your research would be **affordable** for the university.
(believe)	believable	I don't find her explanation **believable** at all.
(debate)	debatable	The claim that UFOs are actually alien spacecraft is **debatable**.
(desire)	desirable	They live in a highly **desirable** part of the city.
(do)	doable	Your suggestions should be very **doable.**
(predict)	predictable	They tend to ask the same **predictable** questions at every meeting.
(prove)	provable	In fact, his theories are neither **provable** nor **unprovable**.
(question)	questionable	Their **questionable** claims seem pretty fishy to me.
(rely)	reliable	The information came from a very **reliable** source.

Antonyms of some adjectives with –able are formed by adding the negative prefix un-.
unacceptable
unaffordable
unbelievable
unpredictable
unreliable

B WORD STUDY PRACTICE | **Use adjectives from Exercise A to complete each statement. (More than one answer may make sense.)** *Possible answers:*

1 His story just isn't very *believable*. So many of the details sound far-fetched.
2 These jeans cost way too much. I'm not sure why street market jeans would be so *unaffordable*.
3 Just because the U.S. military says it has some unclear videos of UFOs doesn't mean that the existence of alien visitors is *provable*. There needs to be better evidence than that.
4 How the people of Rapa Nui moved the huge stone figures to their final locations is *debatable*. There are a number of different theories about that.
5 The details about the epidemic come from very *reliable* sources. Some of the world's top doctors provided the information.

C UNDERSTAND FROM CONTEXT | **Listen to the interview about a journalist who is famous for his pranks. With a partner, define what a "prank" is.**
Possible answer: A prank is a trick that is intended to make someone look silly.



D LISTEN FOR SUPPORTING DETAILS | **Read the statements. Then listen to the interview again. Write T (true) or F (false). Listen again if necessary to confirm your answers.**

Paris Fashion Week

F 1 The designer of the fake jeans created the fake website.
F 2 Oobah Butler used fashion designer Giorgio Armani's name to get in to the event.
T 3 Oobah Butler's participation in the event resulted in more interest in the fake brand.
T 4 The person who created the fake brand name was happy about the prank.

The Shed at Dulwich

F 5 The website included the restaurant's address.
F 6 The website included photos of real dishes.
F 7 The restaurant was completely booked for six months.
T 8 Butler served customers only one dinner in six months.



LESSON 3 Discuss why people fall for pranks

A WORD STUDY

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss read the words and example sentences.
- Have Ss listen and repeat.
- Reiterate that the suffix *-able* indicates that a word is an adjective.
- Draw Ss' attention to the note about using *un-* to form antonyms of some of the adjectives.
- Read the *debatable* example sentence: *The claim that UFOs are actually alien spacecraft is debatable.* Ask Ss if they remember what *UFO* stands for from the Zoom-In conversation on page 90. (unidentified flying object) Ask, *If someone sees a flying object that they can't identify, what explanation could there be?* (For example: It could be a satellite.) Elicit that *debatable* means doubtful.

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss fill in the blanks individually. Hint that they can use adjectives from the note in Exercise A as well as adjectives in the Exercise A chart.
- Tell Ss to compare answers with a partner. Clarify any questions as a class.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Say, *The first listening of the interview is for you to understand the concept of a* prank. *Don't worry about listening for details at this point.*
- Have Ss listen.
- In pairs, have Ss write their definition.
- Bring the class together and have Ss share. Then say, *The interviewer asks Hannah to explain the difference between a prank and a hoax. Who remembers what she says?* (A hoax is anything made up to fool people; a prank is a practical joke made to fool people.)
- Point to the title of the lesson. Review that *fall for something* means to believe something is true. Ask, *Does anyone here typically fall for pranks? What kind of person falls for pranks?* (someone who is gullible)
- Finally, have Ss look at the photo of Oobah Butler. Read the caption and ask, *What does* prankster *mean?* (a person who plays pranks)

> **OPTION** (+5 minutes) Have Ss work in pairs to talk about other pranksters they know and what kinds of pranks they play.

Answers for Exercise E on page 95

2. Scientists believe that some form of life could / might / may have existed on the planet Mars billions of years ago.

D LISTEN FOR SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Tell Ss to listen carefully for supporting details. Have them first read the statements. They should recognize that one set of statements refers to the first prank in the audio and the second set refers to the second prank.
- Invite Ss to read the signs in the second image. Ask, *Do you recognize which real brands these fake names imitate?* (Xucci = Gucci; Carol Klein = Calvin Klein; Roul Lauren = Ralph Lauren; Fursace = Versace)
- Play the audio again. Ss can answer as they listen or after the audio ends. If appropriate, Ss can listen again.
- In pairs, have Ss compare answers. Invite Ss to also make the false statements true.
- Go over any questions as a class. For item 7 ask, *Was the restaurant completely booked?* (No, because there was no restaurant, but that is what people were told.) Check comprehension of vocabulary, referring to the Language Notes below.
- Point out that when telling stories, speakers often shift from using the past tense to the simple present or present continuous to make the action more interesting and immediate. Play this segment again: *And then he bought a bunch of the fake jeans and off he went to Paris. Introducing himself as the designer, he shows up at the event and talks his way into getting an entrance pass.*

LANGUAGE NOTES

- *Dig (something) up* means to find hidden or forgotten information through careful searching.
- The expression *This one's a doozy* suggests that the listener will be amazed by the story.
- *Subtle* means not easy to notice or understand unless you pay careful attention.
- *Have a good* (or *wonderful*) *sense of (something)* refers to a person's instinctive ability to know or be able to do something: *a good sense of direction, humor*, or *style*. Hannah says that Oobah Butler has *a wonderful sense of the ridiculous*, meaning that he instinctively knows what deserves to be laughed at.
- The adjective *fake* means not real but pretending to be real.
- A *knockoff* is an unofficial copy of something, like clothing or accessories, usually sold more cheaply.
- *Take off* in the context of a career means to suddenly start being successful.

3. The people of Rapa Nui could / might / may have cut down all the trees on the island to help move the stone figures.
4. Historians think that the Rapa Nui islanders must not have moved the stone figures using tree logs.
5. The U.S. military pilots could / might / may have seen something other than spacecraft from another planet.
6. The Terracotta Army's purpose must have been to protect the emperor after his death.

E LISTEN TO SUMMARIZE

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures. Ask, *Can you believe Butler actually made it to Paris Fashion Week? Is this how you imagined The Shed at Dulwich restaurant? If not, how did you imagine it?*
- Read the directions. If appropriate, play the audio again.
- Encourage Ss to use *wh-* question words to help them include all relevant information in their summaries. See the Teaching Tip below.
- Have Ss compare answers.

TEACHING TIP To ensure the key information about a topic is included in a summary, it can be helpful to use *wh-* question words for guidance: *What? Who? Where? When? How?* Not every *wh-* question word may be relevant to the topic. However, posing the various questions allows the summary writer to cover the full scope of the topic.

F CRITICAL THINKING

Suggested time: 5 minutes | Your time:

- Read the directions. Discuss as a class.
- Ask, *Do you think Oobah's pranks are funny? Or do you think they could be harmful?*

EXTENSION (+15 minutes) Have Ss look up Oobah Butler to find out more about his unique path to success. Tell them to take notes. Then discuss further as a class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- To warm up, ask, *Do you ever play pranks on people? Do you think they are funny? Do you enjoy it when people play pranks on you? How do you feel when you fall for a prank?* Invite Ss to share.
- Read the directions. Ask a volunteer to read the list of **Ideas**. Tell Ss their ideas for pranks could be much simpler than Oobah Butler's pranks.
- Call on a volunteer to read the first question in the notepad and the sample answer. Ask, *Do you think this prank would be legal?* (no)
- Have Ss read through the rest of the questions in pairs. Then have them discuss their idea and write notes. Emphasize that they should not carry out their prank if it could hurt people or be illegal.

B PRESENTATION

Suggested time: 10 minutes | Your time:

- Give Ss time to organize their notes. If helpful, tell them to use *wh-* questions to organize their ideas. Encourage Ss to entertain their audience, in the same way as if they were telling a joke.
- Call on two Ss to read the example conversation.
- Ask pairs to present their prank ideas. Encourage Ss to respond to each presentation, commenting on whether they would believe it or not.
- Write on the board: *top pranksters*. Say, *Let's vote on the top two pairs.*

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Discuss the questions as a class. For question 1, write on the board: *What made the prank believable?* and *What made the prank questionable?* Invite Ss to share their ideas. For question 2, review that a *skeptic* is a person that disagrees with particular claims, especially those that other people think are true; *skeptical* is the adjective form.
- Have Ss return to the gullibility self-test on page 91. Say, *Does your self-test score match your reaction to the pranks?* Ask Ss to share.

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

✓ using adjectives with the suffix *-able*

✓ analyzing what makes people fall for pranks

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper and write the numbers 1–5. For items 1–3, write the following sentences from the audio on the board and tell Ss to write the missing adjectives with *-able* from Exercise A on page 96. For items 4 and 5, tell Ss to write their own sentences.

1. *These so-called "knockoffs" are much more ___ than the expensive designer clothes everyone wants to wear. (affordable)*
2. *This website had become . . . one of the most ___ sources for information about restaurants. (reliable)*
3. *For some reason, the fact that it was so difficult to get reservations made the restaurant more ___ — people wanted to eat there even more. (desirable)*
4. *believable*
5. *questionable*

Collect the papers and read them to identify areas for review and extra practice.

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

E LISTEN TO SUMMARIZE | Write two short summaries describing Oobah Butler's two pranks.

Possible answers:

Paris Fashion Week



He created a fake website and had fake business cards made up. He bought a bunch of cheap fake jeans and went to Paris to attend the Paris Fashion Week. He introduced himself as the designer of the fake jeans, and he received a lot of compliments and attention for his fake jeans. When he went back to London, he tracked down the creator of the fake jeans, who thanked him for promoting his business.

The Shed at Dulwich



He created a fake restaurant called The Shed at Dulwich. He designed a fake website and a fake menu and had his friends write positive reviews about the food and the atmosphere. When calls and e-mails for reservations started coming in, he told people that the restaurant was booked for the next six months, which made the restaurant very popular. After six months, he served one dinner for several customers.

F CRITICAL THINKING | Why do you think Oobah Butler created the pranks described in the program? What did he want to prove?

COMMUNICATION ACTIVATOR

Now let's discuss why people fall for pranks.

A TALKING POINTS | With a partner, create your own prank. Discuss and write notes on the notepad.

What's the prank? *We're going to create a fake social media account with a famous singer's name.*

What's the prank?

How will you introduce your idea? (e.g., a website, business cards, a social media ad, etc.)

How will you convince people to believe that your idea is something real?

When, if ever, will you publicly announce that your idea is just a prank?

What do you hope will be the result of your prank? Could it have a dangerous outcome?

Ideas
- a fake restaurant
- a fake company
- a fake brand name
- a fake celebrity
- a fake sports team
- Your own idea:

B PRESENTATION | With your partner, use your notes from Talking Points to present your idea for a prank to the class. The class then decides which pranks people would most likely fall for.

C DISCUSSION | Discuss the questions with your classmates. Provide reasons.

1 What details made your classmates' pranks the most believable? What details made others too questionable?
2 Do you think people in general are too gullible? Or do you think they are generally too skeptical to fall for your classmates' pranks?



4 COMMUNICATION GOAL

Evaluate the trustworthiness of information sources

A READING | Read about a radio program that had an impact on broadcasting rules in the U.S. Why did some people criticize its creators?

Possible answer: The print media criticized the program because they saw radio broadcasting as competition.

THE HOAX THAT WASN'T

On October 30, 1938, between 8:00 and 9:00 p.m., people across the U.S. were glued to their radios, as they were every evening, to catch the latest news and listen to their favorite programs. One program, *The Mercury Theater on the Air*, began with a weather report. Partway through, an announcer cut in with a short statement that scientists had just observed strange unexplained explosions on the planet Mars. The weather report continued and was followed by a piano concert. Suddenly, the concert was interrupted by an announcement that something had been seen falling from the sky and had crashed on a farm near New York City. As the concert continued, an announcer broke in again, introducing "live" coverage by a news reporter at the scene of the crash. Suddenly the reporter called out, "Wait! Something's happening!" and he described a horrifying scene as aliens from Mars attacked people with poison gas and fire. Additional reports confirmed thousands of deaths across the country as major cities were evacuated. And at 9:00, the show ended.

The next morning, newspapers reported scenes of mass hysteria from the night before, including enormous traffic jams across the country as people fled their homes in terror. According to the reports, hospitals received numerous patients requiring treatment for shock, and the police were swamped with thousands of panicked phone calls from people asking what to do. The newspapers criticized the show, and its creator, for what many considered to be the greatest hoax of its time, terrifying more than one million listeners and causing widespread panic.

The show's creator was Orson Welles, a 23-year-old actor and rising star at the beginning of his career. *The Mercury Theater on the Air* was known for its dramatic depictions of fictional works. And this time, the actor wanted to thrill the audience with a show based on the classic H.G. Wells science-fiction novel *The War of the Worlds*, bringing the novel to life as a radio play that would make the audience feel as if they were right there as the "attack" unfolded. Welles claimed he had never intended to fool anyone. But the show became an infamous example of the power of radio broadcasting to do just that.

As a result, the experience persuaded the broadcasting industry to create tougher rules for radio, and subsequently TV, to prevent such an event from happening again. The show's reputation for causing mass hysteria lasted for decades. However, in the twenty-first century, further investigation has revealed that the stories of mass panic were greatly exaggerated.

It turns out that the number of listeners was much smaller than many had believed—most people had been listening to other shows. The program's radio scripts clearly indicated that, in addition to telling listeners what they were about to hear, Welles interrupted the play four times to remind them that it was just a piece of fiction. Furthermore, there was little evidence that anyone had been admitted to a hospital because of the broadcast.



So where did the story of widespread terror and panic originate? Some claim that it was an attempt by print media to convince people of the dangers of radio. In fact, a CBS audience survey showed that most listeners understood that it was a prank and enjoyed the fun. And Welles went on to become one of the most celebrated movie directors of all time.

B INFER INFORMATION | With a partner, discuss each statement and argue whether it's probably true or unlikely to be true. Support your argument with information from the article. Your arguments may differ.

1 Despite new evidence about the 1938 events, some people did panic when they heard the news reports about an alien invasion from Mars.
2 The only way someone could have believed the radio play's news report is if he or she had turned it on after it had already started.
3 In the 1930s, companies that published newspapers and those that broadcast radio programs competed against each other for the public's attention.
4 Welles's actions before and during the radio play prove that he never intended to fool anyone.
5 Welles's career benefited from the notoriety of the *War of the Worlds* radio play.

> "I think that's probably true. According to the article, researchers in this century claimed that the reports of mass panic were exaggerated, not false."

See page T98 for possible answers.

LESSON 4 Evaluate the trustworthiness of information sources

A READING

Suggested time: 20 minutes | Your time:

- Read the lesson title and write *trustworthy* on the board. Elicit the part of speech and the meaning. (adjective; able to be trusted) Point out that the suffix *-ness* makes it into a noun. Then ask, *What do you think* information sources *refers to?* (people, places, or things that provide information: TV, social media, radio, blogs, podcasts) Ask, *Are all information sources reliable?* (no) Invite Ss to paraphrase the lesson title. (For example: Deciding if an information source can be trusted.)
- Have Ss look at the picture of the man. Ask, *When do you think the photo was taken? Where do you think this is? Do you know what CBS stands for? What does the man appear to be doing?*
- Draw Ss' attention to the article title. Review that a *hoax* is something made up to fool people. Point to the picture of the spaceship on the right and ask, *What is this?* (a spaceship) *Do you think the hoax is about a spaceship?*
- Read the directions and the target question.
- Play the audio if appropriate. As Ss read and listen, have them underline information in the article that will help them answer the target question.
- Clarify vocabulary as needed, referring to the Language and Culture notes below.
- Review the answer to the target question as a class.
- Invite Ss to look at the title again. Ask, *What might the title be referring to by saying "the hoax that wasn't"?* (Maybe it wasn't really a hoax since Welles interrupted the play performance on the radio four times to remind listeners that it was just a piece of fiction.)

LANGUAGE AND CULTURE

- CBS (also known as Columbia Broadcasting System) is an American commercial broadcast television and radio network that has been around since 1927.
- *Be glued to something* means to be unable to stop watching something.
- *Partway through* means at some point after the beginning but before the end.
- *Cut in* means to interrupt someone who is speaking by saying something.
- *Hysteria* is a situation in which a lot of people feel fear, anger, or excitement, which makes them behave in an unreasonable way; *mass hysteria* means a particularly large number of people acting in this way.
- *Infamous* means well known for a bad quality.

B INFER INFORMATION

Suggested time: 10 minutes | Your time:

- Read the directions. Model the first item as a class. Read the statement. Say, *Let's see if it's probably true or unlikely to be true.* Direct Ss to the third paragraph from the end of the article, and read the last sentence. Call on a volunteer to read the example answer.
- Have Ss work in pairs, underlining the information in the article to support their arguments. Assist as needed. Elicit the meaning of the word *notoriety* in the last statement. (the state of being famous for something that is bad or that people do not approve of)
- Review answers as a class.

Possible answers for Exercise B

1. *Probably true: Researchers said the reports of mass panic were "exaggerated," not false.*
   Unlikely to be true: Welles made announcements before the show and four times during the show.
2. *Probably true: The article says* most *listeners knew the report was fake, so that means that* some *listeners must have thought it was real.*
   Unlikely to be true: In addition to making an announcement before the play began, Welles interrupted the broadcast four times to tell listeners the report was fictional.
3. *Probably true: The article states that the criticism of the radio play was an attempt by the print media to convince people of the dangers of radio broadcasting.*
   Unlikely to be true: The article only says that "some claimed" it was print media against radio broadcasting. There's no other evidence given to show that that is true.
4. *Probably true: It doesn't seem like he could have done much more to inform his listeners. The article says most listeners appreciated the fun.*
   Unlikely to be true: Radio was a new medium at that time, so no one could have truly known how listeners would react to such a realistic presentation. He must have known that some people would panic and that he would get lots of attention for the show.
5. *Probably true: The show got so much attention, it probably made him instantly famous, even though he was criticized for it.*
   Unlikely to be true: The show was criticized for causing panic. He must have had to work very hard to repair his reputation.

C DRAW CONCLUSIONS

Suggested time: 10 minutes | Your time:

- Read the directions. Call on Ss to read the phrases in the left-hand column. Make sure Ss realize that item 4 refers to people in recent times while the other three items refer to groups of people in 1938.
- Ask Ss to complete the exercise individually. Then have Ss compare with a partner and evaluate the likelihood that each statement is true. Refer Ss to Exercise A on page 92 for degrees of certainty.
- Bring the class together and have Ss compare answers.

EXTENSION (+10 minutes) Draw Ss' attention to the last paragraph of the article in Exercise A. Ask a volunteer to read the first two sentences. Write on the board: *Why might the print media have wanted to convince people of the dangers of radio? Do you think similar competition was felt later between TV and radio, and even later between the Internet and TV? Do you think any source of information is essentially more reliable?* Have Ss discuss in groups and then report back to the class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss complete the survey individually and calculate the score.
- Then have Ss discuss their answers in pairs and decide who is more skeptical.
- Bring the class together and ask individual Ss, *How skeptical are you?* Then say, *On page 91 you took a self-test. How does your self-test rating compare with your survey rating?* If necessary, review that while a skeptic tends to doubt whatever they hear, gullible people tend to believe everything.
- Write on the board: *Do you think it is good to be skeptical? Why? Why not?* Have Ss discuss in pairs. Time permitting, discuss as a class.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Tell Ss to look at the photo at the bottom of the page. Ask, *Does this look like a trustworthy news source?*
- Have Ss work individually to fill out the chart. Tell them to name actual programs or publications (print, television, radio, or online), and explain why they trust or don't trust them.
- Draw Ss' attention to the **Recycle This Language** box for language to express themselves.
- Bring the class together and draw a chart with the headings *Trust* and *Don't Trust* on the board.
- Have Ss share ideas. Write the names of the information sources in the chart on the board.
- Write on the board: *How can we determine if information is trustworthy?* Invite Ss to create and share a list of ideas.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are discussing how to evaluate the trustworthiness of information sources.

OPTION Have Ss list more than one source in each chart.

OPTION (+15–20 minutes) In pairs, have Ss choose one of the information sources listed in the Exercise A Talking Points survey. Ss should discuss the reasons why information from that type of source can sometimes be inaccurate. Then have them summarize their ideas individually. Tell Ss to read each other's summaries and offer feedback.

EXTENSION (+15 minutes) Tell Ss to go online and look up the CRAAP Test, which offers key questions to ask when evaluating an information source. CRAAP is an acronym that stands for Currency, Relevance, Authority, Accuracy, and Purpose. Applying this test to online news, for example, allows the reader to spot fake news. Have Ss discuss and experiment with the test, applying it to different sources to measure their trustworthiness.

WRITING HANDBOOK (optional, page T149)

CLOSURE ACTIVITY (+5 minutes) Form pairs. Write on the board: *Do you think a hoax such as the one described in the article would be believable today? How might a media hoax be carried out in the present day?* (For example: using TV footage, news alerts, social media content) *Do you think we are more skeptical of the news today than people were in 1938?* Monitor Ss' conversations to identify areas for review and extra practice.

Remind Ss of additional reading 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.

C DRAW CONCLUSIONS | Complete the statements with the choices, according to the article. Then, with a partner, evaluate each one's likelihood of being true, using degrees of certainty when possible.

c	1	The creators of the radio play . . .	**a** have discovered that reports of mass panic were questionable.
b	2	Newspaper writers of the time . . .	**b** didn't accurately report what happened the night of the broadcast.
d	3	Most listeners of *War of the Worlds* . . .	**c** didn't think listeners would be so gullible.
a	4	More recent investigators . . .	**d** were aware it was fiction.

COMMUNICATION ACTIVATOR

Now let's evaluate the trustworthiness of information sources.

A TALKING POINTS | Complete the survey and calculate your score. Then compare results with a partner. Which one of you is generally more skeptical?

ARE YOU A SKEPTIC?

What percentage of the following information do you think is true?

the news you read in print	100%	90%	70%	50%	30%	10%	0%
the news you get from TV or radio	100%	90%	70%	50%	30%	10%	0%
the news you read online	100%	90%	70%	50%	30%	10%	0%
what people claim on social media	100%	90%	70%	50%	30%	10%	0%
what you hear politicians say	100%	90%	70%	50%	30%	10%	0%
what you see and hear in ads	100%	90%	70%	50%	30%	10%	0%
what your family tells you	100%	90%	70%	50%	30%	10%	0%
what your friends tell you	100%	90%	70%	50%	30%	10%	0%

HOW SKEPTICAL ARE YOU?

First add up all the percentage numbers you circled to get your total. Then calculate your average score by dividing your total by 8.

TOTAL

AVERAGE SCORE

NOT SKEPTICAL ← → VERY SKEPTICAL

100% 90% 70% 50% 30% 10% 0%

B DISCUSSION | Using your survey from Talking Points, complete the charts and tell your classmates about the information sources you trust the most and the least. Talk about the best ways to determine if information you read or hear is true. (Option: Use the Unit 9 Soft Skills Booster, p. 159.)

The information source I trust the most	The information source I trust the least
Why?	**Why?**

RECYCLE THIS LANGUAGE

I happened to read an article about . . .
In that case, . . .
The story really took off.
What I don't like is . . .
Their reporting is [upbeat / lively / unique].
I fell for it.

WRITING HANDBOOK p. 149

- **Skill** Avoiding sentence fragments
- **Task** Write a short imaginary news report



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Speculate about what happened.
- ☐ Suggest a plausible explanation.
- ☐ Discuss why people fall for pranks.
- ☐ Evaluate the trustworthiness of information sources.

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

UNIT 10

The Kind of People We Are

PREVIEW

A STRESSES OF WORK | **Listen to a man and woman discuss a phone call. Why doesn't the woman answer the phone? Do you think it's a good reason?**

Possible answer: The woman doesn't answer because she wants her boss to know that she's not always available ("on call").

B ZOOM-IN | **Read and listen to two friends discuss stress. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Jin = Korean
Aysun = Turkish



Jin: Hello, Aysun?

Aysun: Jin! I was just thinking about you. How are you?

Jin: I'm fine! Aysun, where on earth have you been? No one's seen you in ages. Is everything all right?

Aysun: Yes, everything's fine. It's just that I've been studying for my Boards.

Jin: You mean the medical specialty thing?

Aysun: Yup. And I'm really sweating it.

Jin: Oh, don't be a defeatist. You're the smartest person I know.

Aysun: Aw, thanks. But these exams are no joke. Someone I know failed three times. She finally just gave up.

Jin: Wow. That's a bummer.

Aysun: And—I don't advertise this—I've already failed once. I just couldn't bear it if it happened again.

Jin: Oh . . . that must have been terrible, but it might have been just a fluke. Maybe you were just having a bad day.

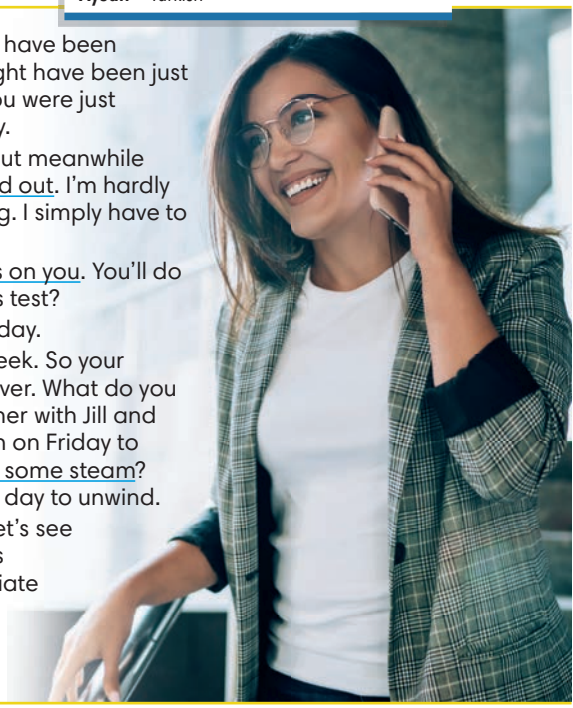
Aysun: Who knows. But meanwhile I'm totally stressed out. I'm hardly eating or sleeping. I simply have to pass this time.

Jin: Well, my money's on you. You'll do great. When's this test?

Aysun: Next Wednesday.

Jin: Just one more week. So your misery's almost over. What do you say we get together with Jill and Lea for a long run on Friday to help you blow off some steam? That'd give you a day to unwind.

Aysun: Thanks, Jin. Let's see how the test goes first! But I appreciate the invitation.



C UNDERSTAND FROM CONTEXT | **Complete each statement with featured words or phrases from Zoom-In.**

1 If you haven't done something in a long time, you can say you haven't done it "*in ages*."
2 When you're really nervous, you can say "*I'm really sweating it*" or "*I'm totally stressed out*."
3 If you say "*I just couldn't bear it*," you mean it would be terrible for you.
4 If you want to express empathy about someone's bad experience, you can say "*That's a bummer*."
5 If you want to suggest that something is unlikely to happen again, you can say it was "*a fluke*."
6 Another way to say "unwind after a stressful experience" is to "*blow off some steam*."
7 If you want to let someone know you'd bet they'll succeed, you can tell him or her "*my money's on you*."

D LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

E THINK AND EXPLAIN | **With a partner, answer each question.**

1 What does Aysun mean when she says the Board exams are "no joke"? *Possible answers: 1. She means it's a serious matter.*
2 Why is Aysun so worried about the Board exams? *2. because she failed last time*
3 Why does Jin say that Aysun's "misery's almost over"? *3. because the test is only one week away and it'll be over soon*
4 Why does Jin tell Aysun not to be a "defeatist"? *4. because she wants to encourage Aysun and give her confidence*

Unit 10 The Kind of People We Are

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

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

Preview

A STRESSES OF WORK

Suggested time: 10 minutes | Your time:

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

B ZOOM-IN

Suggested time: 10 minutes | Your time:

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

LANGUAGE AND CULTURE

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

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

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

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

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

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

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

F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss to look at the cartoons and the speech bubbles. Encourage Ss to use context to figure out meaning. Say, *The first sentence includes the word or phrase. The second sentence gives an explanation.*
- Assist as Ss check the words or phrases that describe themselves.
- Bring the class together. To analyze the words further, ask:

  Which words are adjectives? (sociable, active, sedentary, laid back, high-strung, adventurous)

  Which words are nouns? (a loner, an individualist, an idealist)

  Which words are sometimes used as criticisms? (a loner, high-strung)

  Which words are opposites? (sociable / a loner; active / sedentary; laid back / high-strung)

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

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

G VOCABULARY

Suggested time: 5 minutes | Your time:

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

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

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

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

A: You seriously went ice fishing? And then skiing on the same day?

B: You know me. That's just the kind of person I am. I need to be constantly moving and doing things.

A: Not me. I'm happiest at home on the sofa.

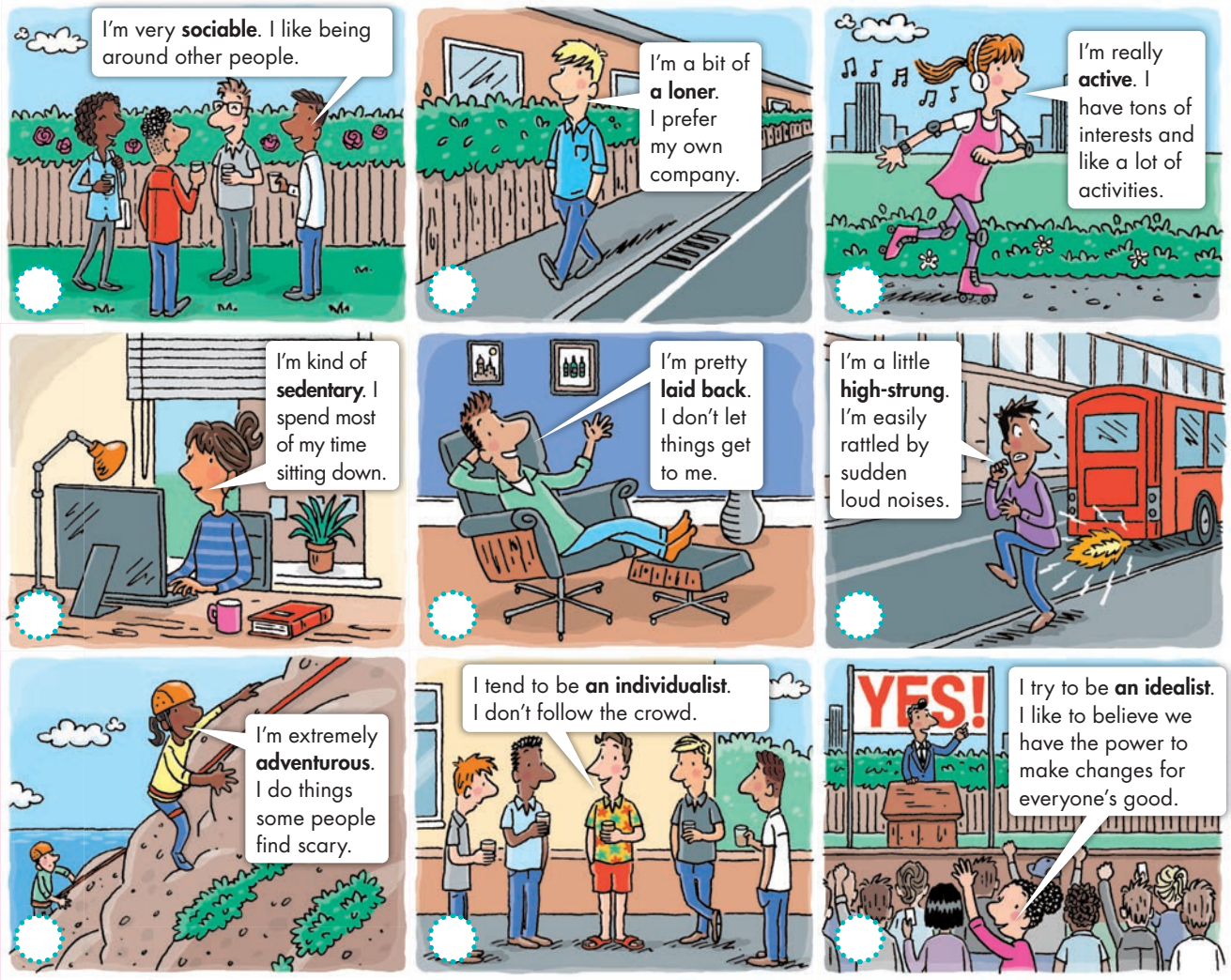
(adventurous, active, sedentary)

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

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

F TALKING POINTS | Take the self-test to identify some of your personal qualities. Check all the words and phrases that describe you.



G VOCABULARY | Personal qualities | Listen and repeat. Tell your partner which of the personal qualities most closely describe you.

START TALKING

PAIR WORK Complete the chart with the names of people you know. Include yourself if you'd like. Write notes to support your opinion. Then discuss examples with your partner.

Someone I know who . . .	Who is it?	Examples
is totally stressed out	*my dad*	*He works 7 days a week!*

Someone I know who . . .	Who is it?	Examples
is totally stressed out		
is high-strung		
is laid back		
is sociable		
is a loner		
is adventurous		
needs to blow off some steam		

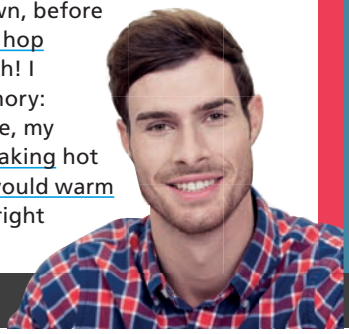
1 COMMUNICATION GOAL Describe enjoyable activities of the past

A GRAMMAR CLOSE-UP | Read how these people remember their school vacations from long ago. Notice the featured grammar.

Q: What did you do on school vacations when you were a kid?



A: Where I grew up, winters were cold and snowy and lasted from December through March. On our December school vacation, there was only one thing I wanted to do: go snowmobiling! I'm a bit of a loner, so as soon as I was old enough to go snowmobiling without an adult, I'd wake up at the crack of dawn, before the sun came up, and hop on my snowmobile. Oh! I just had a happy memory: When I got back home, my mother was always making hot chocolate for me. It would warm me up enough to go right out again.



ERIC BECKER, 28



A: My parents were both teachers, so when we had those long summer vacations, they did too. We would rent an RV and hit the road. We were always looking for new places to go. This was back in the days before everyone had smart phones and GPS so we learned to read a traditional road map. Our parents would make us map out the routes and estimate driving times. They would encourage my sister and me to choose the daily activities. I used to choose national parks so we could go hiking. My sister was less adventurous, and she was always choosing something like a museum visit. All in all, though, we would always have a good time.



JOY WEAVER, 30

B PAIR WORK | Compare favorite school vacations with a partner.

"One time our family went to the Pantanal in Brazil. We took pictures of animals. We used to take great vacations."

C GRAMMAR | Describing past repeated or habitual actions

GRAMMAR EXPANDER p. 129
Would: review

You can use would + a base form to describe past repeated or habitual actions.

When I was a kid, my dad **would take** me to the amusement park as soon as it opened.
We**'d go** on the rides again and again all day long.

You can also use the past continuous with the frequency adverb always to describe past habitual actions.

Our family **was always looking** for a good place to go hiking.
We **were always taking** music lessons of some kind.

Remember: Use to / used to + a base form also describes past repeated or habitual actions, but it almost always describes something that is no longer true. When would + a base form describes a past action, it has the same meaning as use to / used to. However, it may or may not still be true.

When I was twenty, I **would play** tennis every day. (I still do. OR I don't anymore.)
I **used to play** tennis every day. (But I don't anymore.)

Be careful!
With non-action verbs that don't describe repeated actions, use use to / used to, not would.

I **used to have** a snowmobile.
NOT I ~~would have~~ a snowmobile.
She **didn't use to be** a teacher.
NOT She ~~wouldn't be~~ a teacher.
We **used to live** on the other side of town.
NOT We ~~would live~~ on the other side of town.

LESSON 1 Describe enjoyable activities of the past

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

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

LANGUAGE NOTES

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

B PAIR WORK

Suggested time: 5 minutes | Your time:

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

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

C GRAMMAR

Suggested time: 10 minutes | Your time:

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

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

GRAMMAR EXPANDER (optional, page T129)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

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

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

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

Answers for Exercise E

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

F PAIR WORK

Suggested time: 5 minutes | Your time:

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

Answers for Exercise F

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

G PERSONALIZE THE GRAMMAR

Suggested time: 5 minutes | Your time:

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

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

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

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

B DISCUSSION

Suggested time: 10 minutes | Your time:

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

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

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

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

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

Remind Ss of additional grammar practice in their digital resources.

D GRAMMAR PRACTICE | Write an X next to the statements that cannot be rewritten using would for past repeated or habitual actions. Explain your decision for each item.

> In item 1, like is a non-action verb. You can't use would with non-action verbs that don't describe repeated actions.

- [X] **1** I used to like every kind of winter sport.
- [ ] **2** My father used to work at home on Fridays when we were little.
- [ ] **3** They used to look for historic sites to visit on summer vacations.
- [X] **4** The price of a new snowmobile used to be reasonable. *4. Be is a non-action verb.*
- [X] **5** Our next-door neighbors used to have an RV that they used on weekends. *5. Have is a non-action verb.*
- [ ] **6** When Aysun was studying for the Boards the last time around, she used to study only in the morning.
- [X] **7** When I was a teenager, I used to be a loner. *7. Be is a non-action verb.*

E GRAMMAR PRACTICE | On a separate sheet of paper, rewrite each statement from Exercise D that can be rewritten with would. *See page T103 for answers.*

> My father would work at home on Fridays when we were little.

F PAIR WORK | With a partner, take turns changing each statement from Exercise E, using the past continuous with always. *See page T103 for answers.*

G PERSONALIZE THE GRAMMAR | Complete each statement with real information about your childhood, using would for past repeated or habitual actions.

1 When I was five years old, ...
2 When it was time for dinner, ...
3 When I got up in the morning, ...
4 On weekdays, when I got home from school, ...
5 On most school vacations, ...

COMMUNICATION ACTIVATOR

Now let's describe enjoyable activities of the past.

A TALKING POINTS | Interview a relative or friend about his or her favorite childhood leisure or vacation activities. Write notes about what you learned.

Did you and your family use to leave home on vacations?
If so, what are some of the places you traveled to?
Did your family ever take a staycation?
If you did, what are some of the activities you habitually did at or near home?
What were some of your usual activities after school and on weekends?
What activities do you wish you had been able to do more of?
How have your free-time activity tastes changed over time?

B DISCUSSION | Tell your partner about the relative or friend you interviewed. Use your notes from Talking Points to guide your discussion.

KEEP TALKING! ●●●

- **Expand your discussion to compare yourself with the relative or friend.**
- **Say how you're similar and how you're different.**
- **Ask your partner questions.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL Suggest ways to cope with stress

A VOCABULARY | Ways to cope with stress | Read and listen. Then listen again and repeat.

1. **TAKE A BREATHER.** Stop what you're doing from time to time. Take a rest or get some exercise.
2. **SLOW DOWN.** Don't do everything so fast. Take time to think about what you're doing and do it right.
3. **LAUGH THINGS OFF.** Stop taking things so seriously. Remember to see the humor in everything.
4. **SET ASIDE SOME DOWN TIME.** Schedule time that's just for you so you can focus on relaxing.
5. **SET LIMITS.** Learn to draw the line and say no to others' demands on your private time.
6. **TAKE UP A HOBBY.** Start doing something you'd enjoy doing in your free time, such as making, collecting, fixing, or taking care of things.

B LISTEN TO ACTIVATE VOCABULARY | Read the suggestions. Then listen to six people's complaints. Write the number of the speaker next to the suggestion you could give her or him.

[4] "If I were you, I'd take a breather every few hours."
[5] "You should set aside some down time each week."
[3] "Slow down a bit so you can do the job right."
[6] "If I were you, I'd try to set some limits."
[2] "Why don't you try to laugh things off at work?"
[1] "I think you should take up a hobby."

C GRAMMAR | Expressing an expectation or mild obligation with be supposed to

Use be supposed to + a base form to express an expected, but not a required, action. The degree of obligation is weaker than with have to or must.

We're supposed to stay at the office until the boss goes home. (= mild obligation)
Students are supposed to walk, not run, in the hallways of the school. (= mild obligation)

Use be supposed to to report that something is planned or expected to occur.

Class is supposed to end early today. (= a plan)
Tomorrow it's supposed to rain. (= an expectation)

Use a present form of be for present or future obligations and expectations. Use a past form of be for past obligations or expectations.

Everyone is supposed to wear appropriate clothes to the office. [present]
The weather is supposed to get more extreme with global warming. [future]
John was supposed to take a professional exam last month, but he postponed it. [past]

Negative statements

They aren't supposed to know about the new policy.
They weren't supposed to arrive so early.

Be careful!
Don't use auxiliary verbs or modals with be supposed to.
Don't say: The weather ~~will be~~ supposed to get more extreme.
Don't confuse be supposed to with the verb suppose.
I **suppose** I should call her. (= I assume I should.)
What **do** you **suppose** is wrong? (= What do you guess is wrong?)

Yes / no questions

Is Debbie supposed to make the opening remarks at the meeting tomorrow? (Yes, she is. / No, she isn't.)
Wasn't the school supposed to refund your tuition when they cancelled the class? (Yes, they were. / No, they weren't.)

Information questions

When were we supposed to finish that report?
Who's supposed to get the promotion?

GRAMMAR EXPANDER p. 130
Be supposed to: expansion

D UNDERSTAND THE GRAMMAR | Speculate about who might have an expectation.

1 Ken is supposed to bring home some take-out food for dinner.
2 The school is supposed to post exam grades tomorrow.
3 People are supposed to wait in line to board the bus.

"His kids might expect it."

Possible answers:
2. Students might expect it.
3. Society might expect it.

LESSON 2 Suggest ways to cope with stress

A VOCABULARY

Suggested time: 5 minutes | Your time:

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

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

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

C GRAMMAR

Suggested time: 10 minutes | Your time:

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

GRAMMAR EXPANDER (optional, page T130)

D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

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

E ERROR CORRECTION

Suggested time: 5 minutes | Your time:

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

PRONUNCIATION LESSON (optional, page T140)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

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

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

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

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

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

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

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

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

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

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

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

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

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

Have Ss label each sentence *present*, *past*, or *future* to indicate present, past, or future expectation. (1. past, 2. present or future, 3. future) Next, tell Ss to imagine that these three sentences are from an e-mail from a friend. Tell them to write a response advising how to cope with stress. Collect the papers and read them to identify areas for review and extra practice.

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

E ERROR CORRECTION | **On a separate sheet of paper, rewrite these sentences correctly.**

1 When ~~will she be~~ supposed to let her manager know she's taking some vacation time? *is she supposed*
2 Wasn't he ~~suppose~~ to turn off his phone after the presentation began? *supposed*
3 What ~~we suppose~~ to wear at the company meeting next week? *are we supposed*
4 Matt and Laura ~~didn't~~ supposed to park in the company garage yesterday. *weren't*
5 We ~~don't suppose~~ to ask our manager for instructions for every little thing. *aren't supposed*

PRONUNCIATION LESSON p. 140
Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/

F GRAMMAR PRACTICE | **Rewrite each instruction, expressing it as a statement with be supposed to. Make any necessary changes for logic.**

1 "Please complete your sales reports by the end of the week."
(we / complete) *We're supposed to complete our sales reports by the end of the week.*
2 "Please ask Emmet to return the book he borrowed from the company library by tomorrow morning."
(Emmet / return) *Emmet is supposed to return the book he borrowed from the company library by tomorrow morning.*
3 "Please tell the managers they need to reserve the conference room a day in advance."
(the managers / reserve) *The managers are supposed to reserve the conference room a day in advance.*
4 "Don't tip people for their service when you're traveling in Japan."
(you / tip) *You aren't supposed to tip people for their service when you're traveling in Japan.*
5 "Our tour guides should speak English when they're conducting a tour."
(our tour guides / speak) *Our tour guides are supposed to speak English when they're conducting a tour.*
6 "Don't tell Paula about the award she's going to get at the dinner tomorrow."
(I / tell) *I'm not supposed to tell Paula about the award he's going to get at the dinner tomorrow.*

COMMUNICATION ACTIVATOR

Now let's suggest ways to cope with stress.

A CONVERSATION MODEL | **Read and listen.**

A: Uh-oh. I really messed up. I just realized I was supposed to sign up for the oral exam by yesterday. I missed the deadline.
B: Ooh. I'm sorry. How did that happen?
A: It just completely slipped my mind. But no wonder.
B: What do you mean?
A: I've been totally stressed out. Between my job and my studies, it just fell through the cracks.
B: Would you like some friendly advice?
A: Sure.
B: It's time for you to slow down. Maybe you could work fewer hours.
A: Well, I don't know . . .
B: Frankly, I don't think you have much of a choice.



Social language
Introduce an inconvenient truth
Frankly, . . .
I hate to tell you this, but . . .
The painful fact is . . .
There are no two ways about it: . . .
To tell you the truth, . . .

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

C IN YOUR OWN WORDS | **Create your own conversation about coping with stress. Start like this: *Uh-oh. I really messed up.* Be sure to change roles and then partners. (Option: Use the Unit 10 Energizer Worksheet.)**

KEEP TALKING!
- **Suggest and discuss other ways to reduce stress.**
- **Say as much as you can.**

Watch the video for ideas!

Some ideas
You were supposed to . . .
- call someone
- pick someone up
- do an errand for someone
- finish a report or homework
- be at a meeting
- your own idea:

3 COMMUNICATION GOAL

Discuss how to be more active

A READING | Read the article. What are the negative effects of a sedentary lifestyle?

Possible answer: Weight gain, anxiety and stress, fatigue, depression, illnesses such as cancer

Get off that sofa and get

MOVING!



A few years ago, I was always planted in front of a computer, and I would rarely get any exercise. But look at me now!

Did you know that one in four people in the world today put their physical health in danger from sitting all day? It's true. Most medical professionals agree that doing nothing at all is just as bad for our health as maintaining an unhealthy weight. We're on our computers at home and at work. We're commuting by car, bus, or train. And we're on the sofa watching TV or playing video games. In other words, many of us may be too laid back for our own good.

Unfortunately, being sedentary for long periods can result in unwanted (and unhealthy) weight gain. Spending hours on the sofa can actually cause anxiety. And anxiety often causes us to eat more. Moreover, a sedentary lifestyle can result in a lot more than simply causing one to gain weight. Being sedentary can also lead to increased stress and even disease. Research has found that sitting at work for six hours or more can cause fatigue and even depression. Other studies have shown an increased risk for several types of cancer.

In contrast, people with active lifestyles generally feel happier and experience better moods. Even including something as simple as a daily walk can boost your mood. And active people do better during the night too—they fall asleep more easily and stay asleep longer, which, surprisingly, helps control weight. Furthermore, being active is good for the brain. At any age, short walks, dancing, or even yoga can improve memory and enhance critical thinking skills. When we push our bodies to do more physically, we also exercise our brains.

OK. We all know we're supposed to make sure we're getting enough exercise. But how much is enough? Doctors recommend 150 minutes of a mixture of moderate cardiovascular exercise, such as walking or running, and resistance training, such as lifting weights (even light ones!) every week. It's tough to change bad habits, but here are some simple ideas to help you make a start:



- If you drive to work, park your car farther away from your destination. You'll have to walk a bit more, but it's worth it.
- If you usually take an elevator, take the stairs instead. Try to squeeze out every minute of extra exercise that you can.
- Instead of sitting, chatting, and maybe snacking with a friend, take a walk together and talk.
- Try to take 10,000 steps every day. That may sound like a lot, but it's easier than you think. A fitness tracker or smart watch and many smart phones can count your steps for you.
- If you need to work or study at a desk, get a standing desk. Alternate between sitting and standing every thirty or sixty minutes.
- Watch TV or movies on a tablet or smart phone—standing up of course. Take short breaks to walk around too.



So here's to the new you! Remember how you would spend every evening sitting in front of the TV? Not anymore, right?

B IDENTIFY SUPPORTING DETAILS | **Complete the statements, supporting your choices with details from the article.**

1 *c* of the people in today's world lead a sedentary lifestyle.
   a Most **b** Forty percent **c** A quarter

2 Being overweight is *b* being sedentary.
   a worse than **b** as bad for you as **c** better for you than

LESSON 3 Discuss how to be more active

A READING

Suggested time: 20 minutes | Your time:

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

LANGUAGE NOTES

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

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

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

B IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

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

C RECOGNIZE CAUSE AND EFFECT

Suggested time: 5 minutes | Your time:

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

D RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

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

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

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

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

B PRESENTATION

Suggested time: 10 minutes | Your time:

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

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

✓ analyzing the reasons for sedentary behavior and evaluating solutions

✓ suggesting ways to be more active

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

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

Remind Ss of additional reading practice in their digital resources.

3 Anxiety can lead to ...a... .
   a increased eating **b** a sedentary lifestyle **c** better sleep

4 People who stay active ...b... .
   a have trouble sleeping **b** have less fatigue **c** have an increased risk of disease

5 The article suggests ...a... in order to improve one's well-being.
   a being more active **b** being more laid back **c** losing weight

C **RECOGNIZE CAUSE AND EFFECT | Match the activities with the results, according to the article. Explain your choices.**

...d... **1** It improves memory.	**a**	Sleeping longer
...a... **2** It helps prevent weight gain.	**b**	Watching TV
...c... **3** It's a simple way to get more exercise.	**c**	Taking the stairs
...e... **4** It ensures that you're active enough.	**d**	Dancing regularly
...f... **5** It can lead to depression.	**e**	Getting 150 minutes of exercise per week
...b... **6** It can contribute to weight gain.	**f**	Sitting at a computer at work

D **RELATE TO PERSONAL EXPERIENCE | Discuss the questions with a partner.**

1 Does the description of a sedentary lifestyle in the article describe how you live? In what ways?
2 Do you already follow any of the suggestions in the article? If not, why not? If so, how do they make you feel?

COMMUNICATION ACTIVATOR

Now let's discuss how to be more active.

A **TALKING POINTS | Complete the survey. Then, in a small group, compare and discuss your responses.**

Do you think some people are naturally active or sedentary, or are those lifestyle habits learned?

Why do you think being sedentary is appealing to so many people?

Why do you think it can be so difficult for people to change their sedentary habits?

Do you think all sedentary people should change, or is a sedentary lifestyle a good choice for some? Explain.

Do you think it's important for people to become more active? Why or why not?



B **PRESENTATION | With your same small group, use your Talking Points to prepare and deliver a presentation that includes these topics:**

a why so many people prefer being sedentary
b the upsides and / or downsides of a sedentary lifestyle
c tips for how to make changes to one's habitual behavior

4 COMMUNICATION GOAL Compare attitudes about taking risks

A WORD STUDY | Adverbs of manner

Use an adverb of manner to modify a verb or adjective.

Activities that are **physically** dangerous can seem very exciting.
[The adverb modifies an adjective: describes the way they are dangerous.]

Risky activities often challenge you both **physically** and **mentally**.
[The adverbs modify a verb: describe the way they challenge you.]

Some adverbs such as luckily, fortunately, unfortunately, and sadly are generally placed at the beginning or end of a sentence to express the speaker's attitude.

Luckily, no one was hurt.
I wasn't really frightened, **fortunately**.

GRAMMAR EXPANDER p. 130
Placement of adverbs of manner

Most adverbs of manner are formed by adding -ly to an adjective. Listen and repeat.

adjective		adverb
actual	→	actually
confident	→	confidently
emotional	→	emotionally
nervous	→	nervously
physical	→	physically
quick	→	quickly
quiet	→	quietly
safe	→	safely

Exceptions: If an adjective ends in . . .
-y, change to -ily. (noisy → noisily)
-ble, change to -bly. (comfortable → comfortably)

B IDENTIFY ADVERBS OF MANNER | Look at the article on page 106. How many adverbs of manner can you find?

Unfortunately, actually, simply, easily, surprisingly, physically

C WORD STUDY PRACTICE | Complete each statement, using an adverb of manner.

1 (dangerous) People who seek excitement in their lives like to live *dangerously*.
2 (fortunate) One of the most exciting things I ever did was to climb a live volcano. *Fortunately*, nothing bad happened!
3 (bad) Mike was *badly* injured when he went rock climbing last year.
4 (easy) I don't like taking risks when I'm driving. Someone could *easily* get hurt.
5 (extreme) The hike we took through the desert was *extremely* challenging.
6 (accidental) I *accidentally* walked into a car door.

D LISTEN FOR MAIN IDEAS | Listen to the interview. Then listen again and write a description for each of the two personality types the psychologist describes.

Possible answers:

What is a "big T" personality?	What is a "small t" personality?
Someone who loves thrills, taking risks, and doing new things.	*Someone who hates thrills and likes certainty and routine.*



There's no real danger in riding a roller coaster.

E LISTEN FOR SUPPORTING DETAILS | Read each summary of some of the psychologist's main points. Listen again, and complete each explanation by providing details from the interview.

Possible answers:

	Details from the interview
1 She explains that one cannot simply classify people's personalities as either 100% "big T" or "small t."	*Our personalities vary by degree from risk-taking to risk-avoidance. Most of us are willing to take some risks from time to time, but that doesn't necessarily mean we're true risk-takers.*
2 She explains that a "big T" personality isn't always a positive trait.	*Seeking an adrenaline rush can lead to crimes and dangerous behavior like drinking and driving.*
3 She explains that even if you're willing to ride on a roller coaster, you don't necessarily have a "big T" personality.	*Even though roller coasters are scary, everyone knows that they're designed to be safe—so there's no real danger in riding one.*

LESSON 4 Compare attitudes about taking risks

A WORD STUDY

Suggested time: 10 minutes | Your time:

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

GRAMMAR EXPANDER (optional, page T130)

B IDENTIFY ADVERBS OF MANNER

Suggested time: 2.5 minutes | Your time:

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

C WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

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

D LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

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

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

E LISTEN FOR SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

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

F UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

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

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

G RELATE TO PERSONAL EXPERIENCE

Suggested time: 2.5 minutes | Your time:

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

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

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

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

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

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

WRITING HANDBOOK (optional, page T150)

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

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

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

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

F UNDERSTAND FROM CONTEXT | Listen to each of the following comments from the interview and complete the statements.

1 If you are "faint of heart," you are more of a risk-(taker / avoider).
2 A person who chooses to "live on the edge" is more of a risk-(taker / avoider).
3 If you feel an "adrenaline rush" from doing something dangerous, you are more of a risk-(taker / avoider).

G RELATE TO PERSONAL EXPERIENCE | Where do you fit in on the risk-taking continuum? Explain your reasons.



COMMUNICATION ACTIVATOR

Now let's compare attitudes about taking risks.

A TALKING POINTS | Interview a partner about the riskiest thing he or she has ever done. Take notes. Use adverbs of manner if you can.

Name

What happened?

When did your partner do this?

Where did your partner take this risk?

Is this person a risk-taker or risk-avoider? Explain your reasons.



A base jumper definitely has a "big T" personality.

B DISCUSSION | In small groups, tell your classmates what you found out about your partner in Talking Points. You and your classmates then decide who the biggest risk-taker in the class is. (Option: Use the Unit 10 Soft Skills Booster, p 160.)

WRITING HANDBOOK p. 150
- **Skill** Presenting and supporting opinions clearly
- **Task** Write a critique of an article or interview

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe enjoyable activities of the past.
- ☐ Suggest ways to cope with stress.
- ☐ Discuss how to be more active.
- ☐ Compare attitudes about taking risks.

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

Extend-It 5

1 Choose a catastrophic event

Form small groups and choose one of the events, or another event. Together, find information about it and complete the chart. Provide as many details as you can.

1

MIRACLE ON THE HUDSON

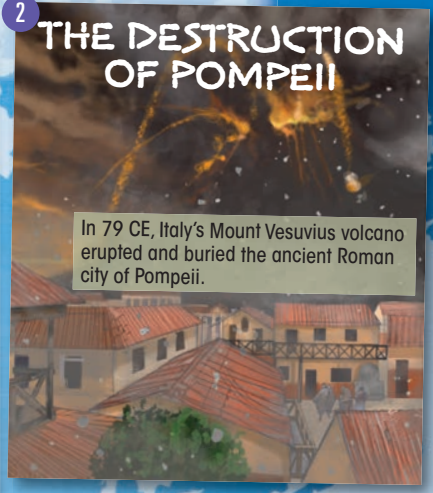
In 2009, a commerical airplane with 150 passengers aboard was forced to land in New York's Hudson River in the middle of winter.



2

THE DESTRUCTION OF POMPEII

In 79 CE, Italy's Mount Vesuvius volcano erupted and buried the ancient Roman city of Pompeii.



3

THE SINKING OF THE TITANIC

In 1912, the world's largest ship, the *Titanic*, hit an iceberg near the coast of Canada and sank to the bottom of the Atlantic Ocean.



4

THE GREAT CHICAGO FIRE

In 1871, a huge fire destroyed much of the fast-growing city of Chicago.



5

THE 259-CAR AUTOBAHN PILEUP

In 2009, poor weather and bad driving contributed to a massive highway pileup in Germany.



ANOTHER EVENT

- an epidemic or pandemic
- a forest fire
- a building collapse
- a hurricane or typhoon
- other:

Event: _____ Location: _____ Date or date range: _____

Damage, injuries, or casualties caused by the event:

Challenges people faced before, during, or after the event:

Other details:

Group by group, tell the class about your event. Answer questions and say as much as you can.

Extend-It 5

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

1 CHOOSE A CATASTROPHIC EVENT

Suggested time: 30 minutes | Your time:

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

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

LANGUAGE NOTES

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

2 BE A SCRIPT WRITER!

Suggested time: 30 minutes | Your time:

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

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

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

  Boy 2: Maybe. But it . . .

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

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

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

3 PRESENT AND EXPLAIN AN INNOVATION

Suggested time: 30 minutes | Your time:

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

LANGUAGE AND CULTURE

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

2 *Be a script writer!*

Work with your group from Activity 1. Using notes about your catastrophe, imagine you've traveled back in time to the day of the event or the day after. Script an informative and entertaining ten-minute video skit, TV newscast, or podcast about it.

A VIDEO SKIT: A narrator tells the story. Other group members play the roles of characters who "were there" and act out the scenes.



A TV NEWSCAST: A news anchor describes the event and asks reporters on the scene for more details as the event happens.



A PODCAST: A discussion right after the event in which people who had been there share their experiences and answer a host's questions.



Perform your script. Then vote which group to award each trophy to and explain your reasons.

- Best script
- Best acting
- Funniest performance
- Clearest pronunciation

3 PRESENT AND EXPLAIN AN INNOVATION

With a partner, choose a topic. Find information to use in a short digital or poster presentation. Use the three cards below to plan your presentation with notes and simple drawings. Then present your topic to the class.

Topics

1



How Nils Bohlin helped reduce injuries and deaths in road accidents

2



How Maria Beasley improved survival rates in shipwrecks

3



Inventions that have improved the way we fight and survive fires

4



Inventions that have improved survival rates during natural disasters

What was the problem the invention addressed?	How did it contribute to disaster survival?	Has it improved over time? How?

REFERENCE CHARTS

PRONUNCIATION TABLE

Vowels

Symbol	Key Words	Symbol	Key Words
i	beat, feed	ə	banana, among
ɪ	bit, did	ɚ	shirt, murder
eɪ	date, paid	aɪ	bite, cry, buy, eye
ɛ	bet, bed	aʊ	about, how
æ	bat, bad	ɔɪ	voice, boy
ɑ	box, odd, father	ɪr	beer
ɔ	bought, dog	ɛr	bare
oʊ	boat, road	ɑr	bar
ʊ	book, good	ɔr	door
u	boot, food, student	ʊr	tour
ʌ	but, mud, mother		

Consonants

Symbol	Key Word	Symbol	Key Word
p	pack, happy	z	zip, please, goes
b	back, rubber	ʃ	ship, machine, station, special, discussion
t	tie		
d	die		
k	came, key, quick	ʒ	measure, vision
g	game, guest	h	hot, who
ʧ	church, nature, watch	m	men, some
		n	sun, know, pneumonia
ʤ	judge, general, major	ŋ	sung, ringing
f	fan, photograph	w	wet, white
v	van	l	light, long
θ	thing, breath	r	right, wrong
ð	then, breathe	y	yes, use, music
s	sip, city, psychology	ɾ̃	butter, bottle
		t̚	button

IRREGULAR VERBS

base form	simple past	past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen

base form	simple past	past participle
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
quit	quit	quit
read /rid/	read /rɛd/	read /rɛd/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken

IRREGULAR VERBS

base form	simple past	past participle
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
spin	spun	spun
spit	spit / spat	spit / spat
spoil	spoiled / spoilt	spoiled / spoilt
spread	spread	spread
spring	sprang / sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank / stunk	stunk
strike	struck	struck / stricken
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke / waked	woken / waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

STATIVE VERBS

amaze	desire	hear	need	seem
appear*	dislike	imagine	owe	smell*
appreciate	doubt	include*	own	sound
astonish	envy	know	please	suppose
be*	equal	like	possess	surprise
believe	exist	look like	prefer	taste*
belong	fear	look*	realize	think*
care	feel*	love	recognize	understand
consist of	forget	matter	remember*	want*
contain	hate	mean	resemble	weigh*
cost	have*	mind	see*	

*These verbs also have action meanings. Example: *I see a tree.* (non-action) *I'm seeing her tomorrow.* (action)

VERBS FOLLOWED BY A GERUND

acknowledge	consider	endure	imagine	prevent	resent
admit	delay	enjoy	justify	prohibit	resist
advise	deny	escape	keep	propose	risk
appreciate	detest	explain	mention	quit	suggest
avoid	discontinue	feel like	mind	recall	support
can't help	discuss	finish	miss	recommend	tolerate
celebrate	dislike	forgive	postpone	report	understand
complete	don't mind	give up	practice		

EXPRESSIONS THAT CAN BE FOLLOWED BY A GERUND

be excited about	be opposed to	believe in	blame [someone or something] for
be worried about	be used to	participate in	forgive [someone or something] for
be responsible for	complain about	succeed in	thank [someone or something] for
be interested in	dream about / of	take advantage of	keep [someone or something] from
be accused of	talk about / of	take care of	prevent [someone or something] from
be capable of	think about / of	insist on	stop [someone or something] from
be tired of	apologize for	look forward to	
be accustomed to	make an excuse for		
be committed to	have a reason for		

VERBS FOLLOWED DIRECTLY BY AN INFINITIVE

afford	choose	grow	mean	pretend	threaten
agree	claim	hesitate	need	promise	volunteer
appear	consent	hope	neglect	refuse	wait
arrange	decide	hurry	offer	request	want
ask	demand	intend	pay	seem	wish
attempt	deserve	learn	plan	struggle	would like
can't wait	expect	manage	prepare	swear	yearn
care	fail				

VERBS FOLLOWED BY AN OBJECT BEFORE AN INFINITIVE

advise	choose*	force	need*	remind	urge
allow	convince	get*	order	request	want*
ask*	enable	help*	pay	require	warn
beg	encourage	hire	permit	teach	wish*
cause	expect*	instruct	persuade	tell	would like*
challenge	forbid	invite	promise*		

*In the active voice, these verbs can be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

ADJECTIVES FOLLOWED BY AN INFINITIVE*

afraid	content	disturbed	glad	proud	sorry
alarmed	curious	eager	happy	ready	surprised
amazed	delighted	easy	hesitant	relieved	touched
angry	depressed	embarrassed	likely	reluctant	upset
anxious	determined	encouraged	lucky	sad	willing
ashamed	disappointed	excited	pleased	shocked	
certain	distressed	fortunate	prepared		

*Example: *I'm willing **to accept** that.*

VERBS THAT CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE

with a change in meaning

forget	(+ gerund)	=	forget something that happened
	(+ infinitive)	=	forget something that needs to be done
regret	(+ gerund)	=	regret a past action
	(+ infinitive)	=	regret having to inform someone about an action
remember	(+ gerund)	=	remember something that happened
	(+ infinitive)	=	remember something that needs to be done
stop	(+ gerund)	=	stop a continuous action
	(+ infinitive)	=	stop in order to do something

without a change in meaning

begin	love
can't stand	prefer
continue	start
hate	try
like	

PARTICIPIAL ADJECTIVES

alarming	–	alarmed	disturbing	–	disturbed	paralyzing	–	paralyzed
amazing	–	amazed	embarrassing	–	embarrassed	pleasing	–	pleased
amusing	–	amused	entertaining	–	entertained	relaxing	–	relaxed
annoying	–	annoyed	exciting	–	excited	satisfying	–	satisfied
astonishing	–	astonished	exhausting	–	exhausted	shocking	–	shocked
boring	–	bored	fascinating	–	fascinated	soothing	–	soothed
comforting	–	comforted	frightening	–	frightened	startling	–	startled
confusing	–	confused	horrifying	–	horrified	stimulating	–	stimulated
depressing	–	depressed	inspiring	–	inspired	surprising	–	surprised
disappointing	–	disappointed	interesting	–	interested	terrifying	–	terrified
disgusting	–	disgusted	irritating	–	irritated	tiring	–	tired
distressing	–	distressed	moving	–	moved	touching	–	touched

GRAMMAR EXPANDER (Optional)

Note about the Grammar Expander

Many teachers will choose to assign the Grammar Expander as self-study. However, if you choose to use it in the classroom, then teaching notes are included here.

UNIT 1

Infinitives: review, expansion, and common errors

Suggested time: 15 minutes | Your time:

Statements

- Have a S read the first rule and examples.
- To check comprehension, write on the board: *To get a job is my goal.* Ask, *How would you make the infinitive a subject complement?* (My goal is to get a job.) *How would you use the impersonal* it*?* (It's my goal to get a job.) Write these examples on the board.
- Read the second rule. Call on volunteers to read the example sentences. Write on the board: *It's unusual ___ to forget homework.* Elicit answers. (For example: for me, for him, for her)

With causative *get*

- Point out the rule. Write on the board:
  Lisa washed the car.
  Lisa got the kids to wash the car.
  Elicit the difference. (In the first sentence, Lisa did the washing. In the second sentence, the kids did it for her. Maybe she asked them or paid them to do it, but she didn't do it herself.) Bring attention to the infinitive form *to wash*. Reiterate the rule that an infinitive, not the base form, is used with causative *get*.
- Invite Ss to read the example sentences. After each one, ask, *Who caused the action?* (we, the teacher) *Who was persuaded to do the action?* (everyone, me)

In indirect speech

- Read the rule. Have Ss read the pairs of sentences. Point out how, in the second example, *don't* changes to *not to* in indirect speech.
- To check comprehension, write on the board: *Mel said, "Don't go in there!"* Elicit the indirect speech with an infinitive. (Mel said not to go in there.) Write the answer on the board.

A On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Invite Ss to skim the five items in the exercises. Ask, *What is the same about them?* (They all start with *To.*) *Is this formal or informal?* (formal)
- Model the first item on the board. Make sure Ss understand that the subject complement follows the linking verb: *Every new graduate's wish is to be successful.*
- Have Ss complete the exercise.
- Then have them compare answers with a partner.

Answers for Exercise A

1. *Every new graduate's wish is to be successful.*
2. *My chore for the evening is to cook dinner.*
3. *Every player's dream is to win the game.*
4. *The responsibility of the park police is to rescue hikers lost in the woods.*
5. *Every candidate's task is to win the election.*

B Rewrite each sentence . . .

Suggested time: 5 minutes | Your time:

- Model item 1. Write on the board: *It.* Ask, *What is the verb in the first item in the exercise?* (is) Write *is* next to *It* on the board. Elicit the rest of the sentence. Then ask, *What is the contracted form of* it is? (it's) Edit this on the board and tell Ss to use contractions in their answers when possible.
- Have Ss rewrite the rest of the sentences. Review as a class.

Answers for Exercise B

1. *It's difficult for an easygoing person to be disciplined about an exercise program.*
2. *It's a good idea to get to work on time.*
3. *It's helpful to be outgoing in new situations.*
4. *It's always worthwhile to act friendly.*
5. *It can sometimes be a problem to be too talkative.*
6. *It's not the easiest thing in the world to pass the examination.*
7. *It might be an exciting experience to live in an English-speaking country.*
8. *It's pretty confusing to know when to use an infinitive and when to use a gerund.*

C Insert a phrase with for . . .

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the sample answer for item 1. Point out that the *for* phrase goes before the infinitive. Tell Ss they will make up their own *for* phrases.
- Have Ss compare answers.

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Instruct Ss to rewrite the sentences replacing imperatives with infinitives.
- Go over the answers as a class. Make sure Ss write *not* correctly for the negative statements. If needed, offer an additional *Don't* sentence for Ss to rewrite in indirect speech. For example: *The teacher said, "Don't forget to study for the quiz."* (The teacher told us not to forget to study for the quiz.)

Answers for Exercise D

1. *Celine said not to be late for the meeting.*
2. *Last night they told me to always take care when I go out in the evening.*
3. *My sister said not to call her before 7:00 A.M.*
4. *The tour guide told them to just roll with the punches.*

GRAMMAR EXPANDER (Optional)

The Grammar Expander is a source of additional instruction and practice. It offers learners a variety of information related to the unit's grammar, including more detailed explanations, descriptions of common errors, as well as new, related grammar topics. On occasion, students are given the chance to review previously taught grammar to support what they are learning in the unit. The Grammar Expander in *Connectivity* 4 and 5 includes Grammar for Writing sections, which help students learn conventions of written English related to the unit's grammar. The optional Workbook includes exercises aligned to the Grammar Expander. (Note: The Grammar Expander content is not tested on any *Connectivity* tests.)

UNIT 1

Infinitives: review, expansion, and common errors

Statements

Using an infinitive as the subject of a sentence sounds extremely formal in speaking. There are two ways to express the same idea: (1) Make the infinitive a subject complement, or (2) use an impersonal it.

To be a mother is my greatest wish. → **1** My greatest wish is **to be** a mother.
2 **It's** my greatest wish **to be** a mother.

When making a statement with an impersonal it and an infinitive about a specific person or people, use a phrase with for + a noun or an object pronoun to name that person or people.

It isn't hard **for me** to learn new languages.
It usually takes time **for new students** to get to know each other.
It's too late **for Ella and Paul** to go out for dinner now.

With causative get

Use an infinitive, not a base form, with causative get.

We **got** everyone **to fill out** the survey.
The teacher **got** me **to compare** my personality with my mother's personality.

In indirect speech

Use an infinitive to replace an imperative in indirect speech.

The manager said, "Be at the meeting at 2:15 sharp." → The manager said **to be** at the meeting at 2:15 sharp.
She told us, "Don't call before dinner." → She told us **not to call** before dinner.

A **On a separate sheet of paper, rewrite each sentence, changing the subject infinitive to a subject complement.** *See page T115 for answers.*

1 To be successful is every new graduate's wish.
2 To cook dinner is my chore for the evening.
3 To win the game is every player's dream.
4 To rescue hikers lost in the woods is the responsibility of the park police.
5 To win the election is every candidate's task.

B **Rewrite each sentence, beginning with an impersonal it.** *See page T115 for answers.*

1 To be disciplined about an exercise program is difficult for an easygoing person.
2 To get to work on time is a good idea.
3 To be outgoing in new situations is helpful.
4 To act friendly is always worthwhile.
5 To be too talkative can sometimes be a problem.
6 To pass the examination is not the easiest thing in the world.
7 To live in an English-speaking country might be an exciting experience.
8 To know when to use an infinitive and when to use a gerund is pretty confusing.

C **Insert a phrase with for in each of the following sentences.**

Possible answers:

1 It's hard *for new drivers* to drive in a lot of traffic.
2 It's important *for people* to remember that some difficult things are just a part of life.
3 It's smart *for everyone* to realize that it's better to be safe than sorry.
4 It's too late *for us* to make the early show.
5 It's essential *for you* to use insect repellent when you camp in the woods.
6 It's good *for you* to avoid being too outgoing when you're starting a new job.

D **On a separate sheet of paper, rewrite each statement in indirect speech.** *See page T115 for answers.*

1 Celine said, "Don't be late for the meeting."
2 Last night they told me, "Always take care when you go out in the evening."
3 My sister said, "Don't call me before 7:00 A.M."
4 The tour guide told them, "Just roll with the punches."

GRAMMAR FOR WRITING: parallelism with gerunds and infinitives

A common error in formal written English is mixing gerunds and infinitives when listing items in a series. A list of items should be either all gerunds or all infinitives.

When I take time off from work, I prefer **relaxing** at home, **spending** time with my family, and **getting** things done around the house.
NOT I prefer relaxing at home, spending time with my family, and ~~to get~~ things done around the house.

I can't stand **getting up** late and **missing** the bus.
NOT I can't stand getting up late and ~~to miss~~ the bus.

In a series, either use to with all the infinitives or use it only with the first one.

When I take time off from work, I prefer **to relax** at home, **spend** time with my family, and **get** things done around the house.
NOT When I take time off from work, I prefer to relax at home, spend time with my family, and ~~to~~ get things done around the house.

E **On a separate sheet of paper, correct the errors in parallelism in the following sentences.**

1 After she arrived in London, she began to write long letters home and ~~calling~~ *to call* her parents at all hours of the night.
2 There are two things I really can't stand doing: speaking in front of large audiences and ~~chat~~ *chatting* with people I don't know at parties.
3 Right before midnight, everyone began to sing, dance, and ~~to~~ welcome in the new year.
4 There's no question I prefer using all my vacation time and ~~take~~ *taking* a long vacation.

F **Complete the following sentences, using appropriate gerund or infinitive forms. Refer to pages 112–114 in the Reference Charts if necessary.**

1 I would suggest ..... *filling* (fill) ..... out the form immediately and ..... *making* (make) ..... a copy for your records.
2 Did you remember ..... *to turn* (turn) ..... off the stove, ... *close* (close) ..... the windows, and ..... *lock* (lock) ..... the door before you left?
3 It's obvious from her e-mails that she really loves ..... *experiencing* (experience) ..... the culture, ... *meeting* (meet) ..... new people, and just ..... *being* (be) ..... there.
4 They prohibit ..... *taking* (take) ..... photographs or ..... *using* (use) ..... a recorder.
5 I really wouldn't mind ..... *taking* (take) ..... them out to dinner or ..... *showing* (show) ..... them around if you'd like me to.
6 He promised ..... *to take* (take) ..... the report home, ... *read* (read) ..... it carefully, and ..... *respond* (respond) ..... to any questions by the next day.

UNIT 2

Finished and unfinished actions: summary

Finished actions

Use the simple past tense or the past of be for an action finished at a specified time in the past.
They **watched** some movies yesterday.

Use the present perfect for an action finished at an unspecified time in the past.
They**'ve watched** that movie three times.

Use the past perfect for an action that was finished before another action in the past.
When I arrived, they **had** already **watched** the movie.

Note: Although the continuous aspect is used for actions in progress, the present perfect continuous is sometimes used for very recently completed actions, especially to emphasize duration.
They**'ve been watching** movies all afternoon, but they're done now.

Unfinished actions

Use the past continuous for unfinished actions that continued for a period of time or during a specific time in the past.
I **was relaxing** at home all morning.
At noon, I **was watching** a movie.

Use the present perfect OR the present perfect continuous for unfinished actions that began in the past and may continue into the future. Use the present perfect continuous to further emphasize that the action is continuous.
She**'s listened** to R&B for years. [And she may continue.] OR She**'s been listening** to R&B for years. [And she may continue.]

GRAMMAR FOR WRITING: parallelism with gerunds and infinitives

Suggested time: 10 minutes | Your time:

- Write on the board: *Vicky likes reading, skiing, and to text with her friends.* Ask, *How many items are in the list?* (three) *Are the verbs in the list parallel?* (no) *How can you fix it?* (change *to text* to *texting* OR change *reading* and *skiing* to infinitives) Correct the sentence on the board.
- Read the first rule. Call on a S to read the first example sentence. Ask, *Is the list parallel?* (yes) Tell Ss to read the incorrect version of the sentence and notice the errors.
- Then invite a volunteer to read the second example sentence. Tell Ss to read the incorrect version of the sentence.
- Tell Ss to look back to the first example sentence. Ask, *What verb do the three items in the list refer back to?* (prefer) *In the second sentence?* (can't stand)
- Read the second rule. Ask a volunteer to read the correct and incorrect examples.
- Then write two correct, contrasting examples on the board:

  I managed to catch the train, to get there on time, and to buy the tickets.

  I managed to catch the train, get there on time, and buy the tickets.

  Ask, *Is the first sentence correct?* (yes) *The second?* (yes) *How are they different?* (One repeats *to* and the other doesn't.)

E On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Call on a S to identify the items in a series. (to write long letters; calling her parents)
- Encourage Ss to first identify the items listed in a series in each sentence as they complete the exercise.
- Have Ss compare answers with a partner and review as a class.

F Complete the following sentences . . .

Suggested time: 10 minutes | Your time:

- Remind Ss that when the infinitive and gerund are both grammatically possible, they should pay attention to the meaning of the sentence.
- Have Ss review answers in pairs, using pages 113–114 in the Reference Charts to confirm or correct their answers. Then review as a class.

OPTION (+15–20 minutes) Write on the board:

A	*B*
On weekends, I enjoy . . .	*Next year, I'm planning to . . .*
Right now, I feel like . . .	*Last year I managed to . . .*
Sometimes I can't help . . .	*I can't wait to . . .*

To provide more practice with parallelism with gerunds and infinitives, have pairs choose two phrases from each column and take turns completing them. Encourage them to respond with two or more ideas for each phrase. (For example: On weekends, I enjoy getting up late, playing sports, and eating out with friends. Next year, I'm planning to take up a sport and get a new job.)

UNIT 2

Finished and unfinished actions: summary

Suggested time: 15 minutes | Your time:

Finished actions

- To review verb tenses, ask, *How do you form the simple past of regular verbs?* (verb + *-ed*) *What are some examples of irregular verbs in the simple past?* (For example: ate, sold) *How do you form the present perfect?* (*have / has* + past participle) *How do you form the present perfect continuous?* (*have / has* + *been* + present participle) *How do you form the past perfect?* (*had* + past participle)
- Read the rules. Ask volunteers to read the examples.
- Write on the board:

finished action

1. *that happened at an unspecified past time*
2. *that happened at a specified past time*
3. *that happened before another action in the past*
4. *that was in progress and finished very recently*

To check comprehension, have pairs decide what form is used for each situation on the board, without referring to the Student's Book. Then have Ss use their books to confirm their answers. Review as a class. (1. present perfect, 2. simple past, 3. past perfect, 4. present perfect continuous)

Unfinished actions

- Read the rules. Ask volunteers to read the examples.
- To check comprehension, write:

unfinished action

1. *that continued for a period of time or during a specific time in the past*
2. *that began in the past and may continue into the future*

Have pairs decide what form is used for each situation on the board. Then have Ss use their books to confirm their answers. Review as a class. (1. past continuous, 2. present perfect OR present perfect continuous)

A Complete the article . . .

Suggested time: 10 minutes | Your time:

- Point out that Ss should decide whether each of the actions happened at a specified or unspecified time in the past.
- Have Ss compare answers with a partner and review as a class.

B Read each statement . . .

Suggested time: 10 minutes | Your time:

- Encourage Ss to read the first statement and decide the order in which the events occurred before circling statement a or b.
- Have Ss compare answers with a partner and review as a class.

Noun clauses: review and expansion

Suggested time: 15 minutes | Your time:

- Read the **Remember** note. Then ask a volunteer to read the example sentence. Write the example sentence on the board. Ask, *What is the verb?* (realize) *What is the direct object of the verb?* (that art therapy could be so helpful) Reiterate that *that* can be omitted.
- Read the second rule and call on a S to read the examples. Write on the board:
  1. *Where was she born? I don't know* ___. (where she was born)
  2. *Was she born in Munich? I don't know* ___. (if / whether she was born in Munich)

  Ask, *Why does the second sentence need if / whether?* (because it is a *yes / no* question)
- Read the first section of the **Be careful!** note on word order. Write on the board: *We don't know if are they coming.* Elicit the correction. (We don't know if they are coming.) Write on the board: *Does he think will he pass the test?* Elicit the correction. (Does he think he will pass the test?) Keep these sentences on the board.
- Read the second section of the **Be careful!** note. Then return to the two sentences on the board. Ask, *Which one is an embedded question within a statement?* (the first one) *Which one is an embedded question within a question?* (the second one)
- Have Ss read the last rule in the chart and example sentences. To check comprehension, have Ss focus on the last example. Ask, *How can you change the sentence so the noun clause is in the subject position?* (What I love is teaching children.)

A **Complete the article, using the simple past tense, the past of be, or the present perfect.**

World Music is not really a true genre—it is a combination of musical genres from around the world. Recently recording companies ..have used.. (1 use) the term to describe the music of artists who they felt could appeal to new audiences across cultures. The concept of World Music ..was.. (2 be) first created after U.S. singer / songwriter Paul Simon ..recorded.. (3 record) his hugely successful *Graceland* album in 1986. At that time, he ..invited.. (4 invite) South Africa's male choir Ladysmith Black Mambazo and rock group Savuka to accompany him on the recording. Both groups later ..toured.. (5 tour) with him around the world. This exciting collaboration immediately ..appealed.. (6 appeal) to European and North American audiences, who were attracted to this different sound.

Since that time, as more artists ..have tried.. (7 try) to reach new audiences, there ..has been.. (8 be) an increased amount of "crossover"—that is, musicians influencing each other across cultures. Enthusiasm for music from other cultures ..has risen.. (9 rise) steadily. Artists such as Angélique Kidjo and Carlos Vives, who were well-known within specific regions such as Africa and Latin America, ..have become.. (10 become) international stars, and mainstream music ..has incorporated.. (11 incorporate) many of the features of these artists.

B **Read each statement. Then decide which description is closer in meaning.**

1 By the time I heard about it, the concert had sold out.
   a First I heard about the concert. Then it sold out.
   b First the concert sold out. Then I heard about it.
2 After he'd won the award, he got a big recording contract.
   a First he got the recording contract. Then he won the award.
   b First he won the award. Then he got the recording contract.
3 We wanted to go to his performance because we'd heard his new album.
   a First we heard his album. Then we wanted to go to his performance.
   b First we wanted to go to his performance. Then we heard his album.
4 He'd played at a lot of different halls before he performed at Carnegie Hall.
   a First he performed at Carnegie Hall. Then he played at a lot of different halls.
   b First he played at a lot of different halls. Then he performed at Carnegie Hall.

Noun clauses: review and expansion

Remember: A noun clause functions as a noun and is often introduced with that. When a noun clause is a direct object, use of that is optional.
I didn't realize (**that**) **art therapy could be so helpful**.

Introduce a noun clause with if or whether when it is an embedded yes / no question. Use a question word when it is an embedded information question.
(Does she come from the U.S.?) Do you know **if she comes from the U.S.**?
(When does the concert begin?) I'm not sure **when the concert begins**.

A noun clause can function as the subject of a sentence. A noun clause introduced with a question word can function as a subject complement.
What he said was very interesting. (subject)
That she's a therapist surprises me. (subject)
Teaching children is **what I love**. (subject complement)

Be careful! Don't use question word order in noun clauses that are embedded questions.
I don't know **where the band is performing**.
NOT I don't know ~~where is the band~~ performing.
Does he understand **what the lyrics mean**?
NOT Does he understand ~~what do the lyrics~~ mean?

Use a period with an embedded question within a statement. Use a question mark with an embedded question within a question.
I don't know who is singing**.**
Do you know who is singing**?**

C **Complete each noun clause with that, if (or whether), or a question word. (Some have more than one possible answer.)**

1 She thinks ..... *that* ..... classical music is boring.
2 Catching up with friends on social media is ..... *how* ..... I spend Saturday mornings.
3 I don't remember ..... *which* ..... bands we saw in concert last year.
4 ..... *What* ..... I like most is electronic pop.
5 Did anyone tell you ..... *that* ..... I'm showing my paintings at the Henderson gallery?
6 Robert asked me ..... *if / whether* ..... I had bought tickets for the ballet yet.
7 I can't imagine ..... *what* ..... life would be like without the arts.
8 New York is ..... *where* ..... the Empire State Building is located.
9 I wonder ..... *when* ..... the concert begins.

D **Complete each statement, using a noun clause based on the question in parentheses.**

1 (Where did Mozart live?) I don't know ..... *where Mozart lived* .....
2 (What type of music does our teacher like?) I have no idea ..... *what type of music our teacher likes* .....
3 (When did Ed Sheeran recently perform in Chicago?) She asked me ..... *when Ed Sheeran recently performed in Chicago* .....
4 (Are ballet tickets really expensive?) I don't know ..... *if ballet tickets are really expensive* .....
5 (How long is the musical *Annie*?) I'm not sure ..... *how long the musical Annie is* .....
6 (Will the movie end before 6:00?) He's asking ..... *if / whether the movie will end before 6:00* .....

GRAMMAR FOR WRITING: noun clauses as adjective and noun complements

As an adjective complement

To more formally make a point, use It + be (or another linking verb) + an adjective with a noun clause beginning with that. That is optional.

It is clear (that) Hensley has done a lot of research.
It seems obvious (that) the band needs a new lead singer.
It was surprising (that) they never performed together again.

As a noun complement

To more formally focus on an issue or topic, use a noun phrase to introduce a noun clause with that.

The fact **that her songs were extremely popular** made her very wealthy.
The mistaken belief **that vaccines might be harmful** has led some people to refuse them.

Some adjectives used in expressions with It + be or another linking verb:

It	**is** **was** **will be** **could be** **seems**	**obvious** **important** **essential** **unacceptable** **surprising** **interesting**	**(that)**

Some noun phrases used to introduce noun clauses:

The announcement **that**	The idea **that**
The argument **that**	The news **that**
The belief **that**	The possibility **that**
The chance **that**	The proposal **that**
The claim **that**	The recommendation **that**
The demand **that**	The report **that**
The fact **that**	The suggestion **that**

E **On a separate sheet of paper, rewrite each sentence with a noun clause as an adjective complement.**

1 That developing countries address the problems caused by global warming is extremely important.
2 That the president plans on resigning appears obvious to everyone.
3 That not providing disaster relief will only worsen the situation seems quite clear.
4 That a cure for cancer will be discovered in the next twenty years is certainly possible.
5 That the governments of Argentina and Chile will reach an agreement looks very likely.
6 That Max Bianchi won't be participating in the Olympics next year is not important.

1. It is extremely important that developing countries address the problems caused by global warming.
2. It appears obvious to everyone that the president plans on resigning.
3. It seems quite clear that not providing disaster relief will only worsen the situation.
4. It is certainly possible that a cure for cancer will be discovered in the next twenty years.
5. It looks very likely that the governments of Argentina and Chile will reach an agreement.
6. It is not important that Max Bianchi won't be participating in the Olympics next year.

C Complete each noun clause . . .

Suggested time: 10 minutes | Your time:

- Hint to Ss to notice the placement of the noun clause in the sentence and determine if it is a direct object, embedded question, subject, or complement.
- Model the first answer. Ask, *What is the function of the noun clause?* (direct object) *What can be used to introduce a noun clause that is a direct object?* (*that* or nothing)
- Monitor as Ss work, assisting with identifying the noun clause as needed. (2. subject complement, 3. embedded information question, 4. subject, 5. direct object, 6. embedded *yes / no* question, 7. embedded information question, 8. subject complement, 9. embedded information question)
- Have Ss compare answers. Then review as a class.

D Complete each statement . . .

Suggested time: 10 minutes | Your time:

- Tell Ss the exercise focuses on word order. Model the first item on the board: *Where did Mozart live?* Ask, *Is this a* yes / no *or an information question?* (information question) Write *I don't know . . .* and elicit the answer. Ask, *Can you say* I don't know where did Mozart live? (No, you can't use question word order.)
- Instruct Ss to complete the statements.
- Have them compare answers with a partner.

GRAMMAR FOR WRITING: noun clauses as adjective and noun complements

Suggested time: 15 minutes | Your time:

- Read the rules. Ask volunteers to read the examples.
- Write on the board:

  1. It is possible that he will win first prize.

  2. The fact that his project was the best was why he won first prize.

  Ask, *What is the grammatical function of the noun clause in sentence 1?* (adjective complement) *Why?* (because it gives information about the adjective *possible*) *What is the grammatical function of the noun clause in sentence 2?* (noun complement) *Why?* (because it gives information about the noun *fact*)
- Point out that *that* can usually be omitted after adjectives.
- Ask volunteers to read the list of impersonal expressions with *It* that introduce noun clauses and the list of noun phrases that can precede a noun clause.
- To provide practice, have pairs write sentences beginning *with It is possible . . .* and *The fact . . .* Have them complete the sentences with their own ideas, using noun clauses. To review, call on volunteers to share their sentences with the class.

EXTENSION (+15–20 minutes) Write on the board: *pollution, population, education, poverty.* To provide practice, have pairs alternate using impersonal expressions that introduce noun clauses to express their opinions. Model the activity for Ss. For example, say, *It is essential that all children get a good education.* To review, call on volunteers to share their views with the class.

E On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Model the first item with the class. Call on a S to identify the expression that will be used to introduce the noun clause. (It is extremely important) Ask a volunteer to read the correct sentence.
- Have Ss compare answers with a partner and review as a class.

F Read each quote . . .

Suggested time: 10 minutes | Your time:

- Point out that the two sentences should be combined into one sentence.
- Ask a volunteer to read the example. Then ask a volunteer to read the sample answer. As a class, identify the noun phrase and noun clause in the answer. (noun phrase: *The announcement;* noun clause: *that Volkswagen would unveil a new electric car early next year.*)
- Have Ss compare answers with a partner and review as a class.

Answers for Exercise F

1. *The announcement that the Health Ministry will begin vaccinating all infants for measles was greeted with criticism from the opposition party.*
2. *The possibility that the president would resign by the end of this year has taken everyone by surprise, including the news media.*
3. *The report that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein is attracting much interest in the world of science.*
4. *The claim that a ninety-five-year-old New Zealand man had broken the world record for growing the longest beard has triggered similar claims across three continents.*

UNIT 3

The past unreal conditional: inverted form

Suggested time: 15 minutes | Your time:

- Briefly review the past unreal conditional. Write on the board: *If I'd studied for the test, I wouldn't have failed.* Ask, *Did I study for the test?* (no) *Did I fail?* (yes) *Is this a real situation?* (No, it's imaginary: I didn't study, so I failed.) Point out that the past unreal conditional describes what could have been different under different circumstances.
- Read the rule aloud.
- Say, *Look at the first example sentence under* Usual word order. Ask, *What do I need to change to make the inverted form?* (*If I'd known* changes to *Had I known.*)
- Call on a volunteer to read the second pair of sentences. Point out that the conditional clause can appear at the beginning or end of a sentence.
- Ask a volunteer to read the third pair of sentences. Then read the **Be careful!** note. Focus on the third set of example sentences in the chart again. Ask, *Could you say* Hadn't we been so busy? (no)
- Finally, ask a S to read the last pair of example sentences.

A On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Have Ss rewrite the sentences. Suggest to Ss that they can first identify the conditional clause with *if* and then change it to the inverted form.
- Have Ss compare answers with a partner.
- As Ss work, write on the board: 2. *Hadn't I spent so much money on my vacation, I would have considered buying a stationary bike.* Bring the class together and elicit the mistake in the sentence. (You cannot contract *not* with *had* in inverted negative clauses.) Tell Ss to check that they didn't contract the negative in item 4.

B On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the list on the right, which gives the five reasons for buyer's remorse from page 27.
- Tell Ss that they should use each reason only once. Have them preview all the items to decide which reason matches which item. Tell Ss to use the inverted form.
- Ask Ss to complete the sentences.
- Then have them compare answers with a partner.

F **Read each quote from a radio news program. Then, on a separate sheet of paper, complete each statement, using the noun clause as a noun complement.** *See page T119 for answers.*

Example: "Volkswagen announced **that they would unveil a new electric car early next year**. This is causing a lot of excitement in the auto industry." [The announcement . . .]

The announcement that Volkswagen would unveil a new electric car early next year is causing a lot of excitement in the auto industry.

1 "The Health Ministry announced **that they will begin vaccinating all infants for measles**. This was greeted with criticism from the opposition party." [The announcement . . .]
2 "The president said it was possible **that he would resign by the end of this year**. This has taken everyone by surprise, including the news media." [The possibility . . .]
3 "*The London Sun* reports **that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein**. This is attracting much interest in the world of science." [The report . . .]
4 "*The Auckland Times* claimed **that a ninety-five-year-old New Zealand man had broken the world record for growing the longest beard**. This has triggered similar claims across three continents." [The claim . . .]

UNIT 3

The past unreal conditional: inverted form

The conditional clause of past unreal conditional sentences can be stated without <u>if</u> by simply inverting <u>had</u> and the subject of the clause. Clauses using inverted word order are more formal than those using usual (non-inverted) word order.

Usual word order		Inverted word order
If I'd known it would take up so much room, I wouldn't have bought it.	→	**Had I known** it would take up so much room, I wouldn't have bought it.
I might have gotten another brand **if I'd realized** it would be so hard to operate.	→	I might have gotten another brand **had I realized** it would be so hard to operate.
If we hadn't been so busy, we could have shopped around.	→	**Had we not been** so busy, we could have shopped around.
If she'd told me this thing wouldn't operate without batteries, I would never have considered getting it.	→	**Had she told** me this thing wouldn't operate without batteries, I would never have considered getting it.

Be careful! Don't contract <u>not</u> with <u>had</u> in inverted negative clauses.
Had they not been there, they wouldn't have known the truth.
NOT ~~Hadn't~~ they been there, they wouldn't have known the truth.

A **On a separate sheet of paper, rewrite the following past unreal conditional sentences, using the inverted form.**

1 They would have lent her their car if she had asked.
2 If I hadn't spent so much money on my vacation, I would have considered buying a stationary bicycle.
3 If the Carsons hadn't moved into such a small apartment, they would have bought a treadmill.
4 Could you have gotten the car if they hadn't raised the price?

B **On a separate sheet of paper, complete the statements of buyer's remorse, using one of the reasons from the box.**

1 . . . I would never have gotten that espresso maker.
2 . . . we never would have bought such a large sofa.
3 . . . I could have gotten an entertainment center with fewer pieces.
4 . . . we probably would have bought a more economical car.
5 . . . I would have gotten a smart TV with simpler directions.

It costs so much to maintain.
It takes up so much room.
It's so hard to operate.
It's so hard to put together.
It just sits around collecting dust.

Answers for Exercise A

1. They would have lent her their car had she asked.
2. Had I not spent so much money on my vacation, I would have considered buying a stationary bicycle.
3. Had the Carsons not moved into such a small apartment, they would have bought a treadmill.
4. Could you have gotten the car had they not raised the price?

Possible answers for Exercise B

1. Had I known / If I'd known it would just sit around collecting dust,
2. Had we known / If we'd known it would take up so much room,
3. Had I known / If I'd known it would be so hard to put together,
4. Had we known / If we'd known it would cost so much to maintain,
5. Had I known / If I'd known it would be so hard to operate,

The future continuous

Use the future continuous for actions that will be in progress at a specific time or over a period of time in the future. To form the future continuous, use will + be + a present participle OR be going to + be + a present participle.

At this time next week, I { 'll be lying / 'm going to be lying } on a beach in Hawaii. [specific time]

I { 'll be studying / 'm going to be studying } English in the United States for about two years. [period of time]

Sometimes sentences in the simple future and the future continuous have almost the same meaning. Choose the future continuous to emphasize a continuous or uninterrupted activity.

Next year, I'll study English in the United States.
Next year, I'll be studying English in the United States.
Will you be working at home? Yes, I will. / No, I won't.
Are you going to be working at home? Yes, I am. / No, I'm not.

Use the future continuous and a time clause with while or when to describe a continuous activity that will occur at the same time as another activity. Do not use a future form in the time clause.

I'll be looking for a job while my wife continues her studies.
NOT I'll be looking for a job while my wife ~~will be continuing~~ her studies.
When the teacher is speaking, we'll be listening carefully.
NOT When the teacher ~~will be speaking~~, we'll be listening carefully.

Remember: Don't use a continuous form with a stative verb. Stative verbs are "non-action" verbs such as be, have, know, remember, like, seem, appreciate, etc.
DON'T SAY By next month, ~~I'll be having~~ a new car.

For a complete list of stative verbs, see page 113 in the Reference Charts.

C On a separate sheet of paper, correct the errors in the following sentences.

1 She'll be staying at the Newton Hotel when she's going to be attending the meeting.
2 We won't be spending much time sightseeing while we'll be visiting London.
3 When he's going to stay in town, he's going to be meeting with some friends.
4 She'll be correcting homework while the students will take the test.
5 While Michelle will be serving dessert, Randy will already be washing the dishes.
6 Won't they be going to sleep in New York when you'll be getting up in Taipei?

D Complete the following sentences, using the future continuous with will when possible. If the future continuous is not possible, use the simple future with will.

1 After I've completed my studies, I *will be looking* (look) for a job.
2 She *will be photographing* (photograph) historic sites while she's in Turkey.
3 In a few years, they *won't remember* (not / remember) all the problems they had.
4 *Will* he *be waiting* (wait) very long between flights?
5 I'm sure she *won't be sleeping* (not / sleep) when you call tonight.

Answers for Exercise C
Corrections are underlined.
Possible answers:
1. *She'll be staying at the Newton Hotel when she's attending / she attends the meeting.*
2. *We won't be spending much time sightseeing while we're visiting / we visit London.*
3. *When he's staying / he stays in town, he's going to be meeting with some friends.*
4. *She'll be correcting homework while the students are taking / take the test.*
5. *While Michelle is serving / serves dessert, Randy will already be washing the dishes.*
6. *Won't they be going to sleep in New York when you're getting / you get up in Taipei?*

The future perfect continuous

Use the future perfect continuous to emphasize the continuous quality of an action that began before a specific time in the future. To form the future perfect continuous, use will (or won't) + have been and a present participle.

By next year, I'll have been studying English for five years. [Describes an action that began before "next year" and may still continue.]

Combine a statement using the future perfect continuous with a time clause to show the relationship between two future actions. Use the simple present tense in the time clause.

By the time I arrive in New York, I'll have been sitting on a plane for over ten hours.
NOT By the time ~~I'll arrive~~ in New York, I'll have been sitting on a plane for over ten hours.

The future continuous

Suggested time: 15 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples.
- Write a new example on the board:

  Next year, I *'ll be living* / *'m going to be living* *in London.*

  Point out that both forms of the future continuous have the same meaning.
- To provide practice, address different Ss and ask questions eliciting the future continuous. For example: *Where will you be living in three years? What will you be studying next week? Where are you going to be spending your next vacation? What will you be doing tomorrow at this time?* Encourage Ss to answer in complete sentences.
- Read the second rule. Ask a volunteer to read the examples.
- Have Ss study the **Remember** box. Point out that the simple future should be used with stative verbs. You can refer Ss to page 14 for a short list of stative verbs or to page 113 in the Reference Charts for a more complete list.
- Read the last rule. Ask a volunteer to read the examples.
- Write on the board: *I'll be preparing the decorations while she makes the cake.* As a class, identify the time clause (while she makes the cake) and the future continuous (I'll be preparing).

EXTENSION (+5 minutes) Have Ss think about what they and the people in their family will be doing this weekend and write two sentences using the future continuous with a time clause. (For example: My brother will be riding his bike while I repair my car.) To review, have a few Ss share their sentences with the class.

C On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Model the first item with the class. Have Ss identify the time clause. (when she's going to be attending the meeting) Ask, *What tense do we use with the time clause?* (a present tense) Point out that either the simple present tense or the present continuous is possible in the time clause.
- Have Ss compare answers with a partner and review as a class.

D Complete the following sentences . . .

Suggested time: 10 minutes | Your time:

- Remind Ss not to use the future continuous with stative verbs.
- Have Ss compare answers with a partner and review as a class.

The future perfect continuous

Suggested time: 10 minutes | Your time:

- Read the first rule. Ask a volunteer to read the example.
- To clarify the use of the future perfect continuous, write on the board:

  Use the future perfect continuous for an action that:

  1. starts before a future time

  2. will be in progress for some time

  3. may continue after the stated future time
- To illustrate the rule, write an example on the board: *By June next year, Joan will have been running her own business for ten months.*

  Addressing points 1–3 above, point out that:

  1. Joan will start running her own business before June next year.
  2. By June, the action will have been in progress for ten months.
  3. Joan may continue running her own business after June.
- Read the second rule. Ask a volunteer to read the examples.
- Ask, *What are the two actions taking place?* (arriving in New York, sitting on a plane) *Which action happens first?* (sitting on a plane) Point out that the action in the future perfect continuous begins first.
- Write on the board: *By the time he ___ (graduate), he ___ (live) abroad for six years.* To check comprehension, ask, *What is the time clause?* (By the time he . . .) *What tense do we use with the time clause?* (the simple present) Elicit the correct answers to complete the sentence on the board. (graduates, will have been living)
- Point out that the time clause often starts with *By the time.*

EXTENSION (+10 minutes) Write on the board:
Where I live:
A course I'm taking:
A sport I do:
A hobby I have:
Have Ss complete the ideas on the board. Then add to the board: *By ___, I ___ for ___.*
Have Ss write future perfect continuous statements about themselves, using the ideas on the board. Have Ss write at least three sentences. Offer help as needed. Have volunteers share a sentence with the class. Encourage all Ss to respond.

E Complete the postcard . . .

Suggested time: 15 minutes | Your time:

- You may want to refer Ss to the grammar chart on page 120 to quickly review the future continuous.
- Have Ss complete the exercise in pairs, and then review as a class.

LANGUAGE NOTE *Lounge around* means you spend your time in a relaxed and lazy way.

CHALLENGE (+15–20 minutes) In pairs, have Ss imagine they are going on their ideal vacation next week. Ask them to write a postcard similar to the one in Exercise E, explaining what they will be doing and will have already done on different days and at different times.

UNIT 4

Quantifiers: a few and few, a little and little

Suggested time: 15 minutes | Your time:

- Read the rules. Ask a volunteer to read the examples under *A few / few* and *A little / little*.
- To summarize, draw a chart on the board (with row and column headings but without the answers) and complete as a class:

	PLURAL COUNT NOUNS	*NON-COUNT NOUNS*
some	*a few*	*a little*
not many / not much	*few*	*little*

- To check comprehension, write on the board:
  1. *I have very ___ time. We can't discuss that today.*
  2. *I have ___ time. Let's discuss the project now.*
  3. *There were ___ interesting places to visit. She liked the city.*
  4. *There were ___ interesting places to visit. She didn't like the city.*

  Have Ss complete the sentences with a quantifier from the chart. Review as a class. (1. little, 2. a little, 3. a few, 4. few)
- Bring Ss' attention to the note on the right.
- Write another example on the board: *There's plenty of soup. Would you like a little?*

A Change the underlined quantifiers . . .

Suggested time: 10 minutes | Your time:

- Ask, *What two quantifiers mean* some? (a few, a little)
- Ask a volunteer to read item 1 and the sample answer. Ask, *Why can't we use* a few *in item 1?* (because *music* is a non-count noun) As Ss work on the exercise, have them identify the type of noun the quantifier refers to. Point out that in item 5, the infinitive *to do* acts as the noun. If Ss have trouble, explain that infinitives and gerunds as nouns are non-count.
- Have Ss compare answers with a partner and review as a class.

E Complete the postcard, using the future continuous or the future perfect continuous.

Dear Ida,

Venice was great, but finally on to Paris! By tomorrow afternoon, I will be strolling (1 stroll) down the Champs Elysées and will be taking (2 take) in the beautiful sights of that great city. In the evening, I will be enjoying (3 enjoy) an opera by Bizet in the city where he was born. Just think, by Saturday, I will have been eating (4 eat) delicious French food for a whole week! Plus, I will have been practicing (5 practice) my French with real native speakers. Then, after Paris, it's off to the Riviera, where I will be lounging (6 lounge) around on the beaches of Nice and Saint-Tropez for a week. By that time, I will have been traveling (7 travel) for three weeks, and it will almost be time to come home—a long trip for a homebody like me!

See you soon!

Pavel

UNIT 4

Quantifiers: a few and few, a little and little

Use a few with plural count nouns and a little with non-count nouns to mean "some."
Use few with plural count nouns and little with non-count nouns to mean "not many" or "not much."

A few / few

A few companies are allowing their employees to dress casually on Fridays. [= some companies]
Few companies are allowing their employees to dress casually on Fridays. [= not many companies]

A little / little

Employees are showing **a little interest** in this new dress code. [= some interest]
Employees are showing **little interest** in this new dress code. [= not much interest]

Quantifiers used without referents

Quantifiers can be used without the noun they describe, as long as the context has been made clear earlier.

Most people don't think we'll find life on other planets in our lifetime, but **a few** do.

Several workers in our office think people should dress down every day, but **most** don't.

A Change the underlined quantifiers to a few, few, a little, or little.

1 Would you like to listen to some (a little) music?
2 We actually eat almost no (little) meat.
3 There were several (a few) new students in my class today.
4 I've seen hardly any (few) movies in the last month.
5 I enjoy visiting Ames, but there's not much (little) to do there.
6 If you look in the fridge, there should be some (a few) eggs.

Quantifiers: using of for specific reference

Use of when a noun is preceded by a possessive adjective, a possessive noun, a demonstrative adjective, or the article the.

More general	More specific
any friends	any of her friends
some students	some of his students
one cat	one of my cats
all employees	all of our employees
most co-workers	most of Jack's co-workers
several companies	several of these companies
many books	many of those books
a few choices	a few of the choices
a little cake	a little of the cake

possessive adjectives = my, her, their, etc.
possessive nouns = John's, the doctor's
demonstrative adjectives = this, that, these, those

Be careful! In the superlative, do not use of after most.
DON'T SAY Tokyo is the city with the most ~~of~~ people in Japan.

Of must be included when using an object pronoun.
both of them NOT ~~both them~~

Using of after all or both is optional, with no change in meaning.

all of our employees	OR	all our employees
both of those choices	OR	both those choices

One and each are used with singular nouns only. One of and each of are used with plural nouns only. However, the meaning of both expressions is still singular.

One student	—	One of the students
Each class	—	Each of the classes

Some quantifiers must include of when they modify a noun or noun phrase.

a lot of	a majority of	a couple of	a bit of
lots of	plenty of	a number of	a great deal of

B Only one of each pair of sentences is correct. Check the correct sentence and correct the mistake in the other one.

1 a ☑ She went with several of her classmates.
b ☐ Several ~~of~~ classmates went out for coffee.

2 a ☐ Most ~~of~~ companies in the world are fairly formal.
b ☑ Most of the companies in the United States have an informal dress code.

3 a ☐ All of the hot appetizers were delicious.
b ☑ Everyone tried all of the cold appetizers.

4 a ☑ A lot of my friends have traveled to exotic places.
b ☐ There are a lot of places I'd like to see.

5 a ☑ I read a few of Steinbeck's novels last year.
b ☐ A few ~~of~~ novels by Steinbeck take place in Mexico.

6 a ☐ Several managers were interviewed, and many of them liked the new policy.
b ☑ Many of the employees we spoke with liked the new policy.

GRAMMAR FOR WRITING: subject-verb agreement of quantifiers followed by of

In quantifiers with of, the verb must agree with the noun that comes after of.

Some of the movie is in English.	—	Some of the movies are in English.
A lot of the music was jazz.	—	A lot of the musicians were young.

In formal written English, none of is traditionally followed by a singular verb. However, in spoken English it is almost always used with a plural verb. The plural verb is acceptable and correct.

Formal: None of the students was late for class.
Informal: None of the students were late for class.

Be careful! The quantifiers one of, each of, and every one of are always followed by a plural noun, but they always take a singular verb.
One of the students **likes** rap music.

Quantifiers: using of for specific reference

Suggested time: 15 minutes | Your time:

- Read the first rule. Use the note on the right to review possessive adjectives, possessive nouns, and demonstrative adjectives.
- Point out the headings: *More general* and *More specific*. Ask, *Do we use* of *when we are referring to something in general or when we are being more specific?* (when we are being more specific) Have Ss read each pair of examples.
- Draw Ss' attention to the **Be careful!** note.
- Read the second rule. Ask a volunteer to read the examples.
- Have Ss study the third rule and examples. Emphasize that both forms (*one* and *one of* / *each* and *each of*) have the same meaning.
- Have Ss study the last rule and the list of quantifiers that must include *of*.
- Write contrasting examples on the board:
  I have a lot of fashion magazines. (noun)
  She likes fashion magazines. She has a lot! (no noun)
- To check comprehension, ask a few volunteers to use one of the listed quantifiers in a sentence. Point out that these sentences must have a noun or a noun phrase. (For example: Plenty of people prefer dressing up for work.)

EXTENSION (+15–20 minutes) To check comprehension, write on the board:
1. I have a few / a few of designer clothes.
2. Just a few / a few of my clothes are formal.
3. Most of / Most employees dress down on Fridays.
4. Most of / Most our employees dress down on Fridays.
5. Please take both of / both dresses to the dry cleaner.
6. Both / Both of these dresses are expensive.
7. Each / Each of school has its own rules.
Have Ss work in pairs to choose the correct quantifiers. Point out that both choices are correct in one sentence. Review as a class and have Ss explain their choices. (1. a few, 2. a few of, 3. Most, 4. Most of, 5. both, 6. Both / Both of, 7. Each)

B Only one of each pair of sentences . . .

Suggested time: 10 minutes | Your time:

- Go over item 1 with the class. Call on a S to explain the sample answers. (*Of* is not correct in sentence b because *classmates* isn't preceded by a possessive adjective, a possessive noun, a demonstrative adjective, or the article *the*.) Ask, *How else could we correct sentence b?* (Several of her classmates went out for coffee.)
- Have Ss compare answers with a partner and review as a class.

CHALLENGE (+15 minutes) Hold a fashion survey. In pairs, have Ss write four questions about clothes, dress codes, and / or fashion. Have Ss interview their classmates and take notes about their answers. Then have them report their findings to the class using quantifiers. (For example: Most of the students in the class are interested in fashion. None of the men we interviewed likes formal clothes.)

GRAMMAR FOR WRITING: subject-verb agreement of quantifiers followed by of

Suggested time: 10 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples.
- If necessary, clarify that *Some of the movie* means a part of the movie.
- Have Ss read the **Be careful!** note and example.
- To check comprehension, write on the board:
  One child ___ leaving early.
  All of the children ___ leaving early.
  Each of the children ___ leaving early.
  Have Ss complete the sentences with the simple present of the verb *be* and review as a class. (is, are, is) To clarify, point to the first example and ask, *How many children are leaving early?* (one) Point to the second example and ask, *How many children are leaving early?* (all of them) Point to the third example and ask, *How many children are leaving early?* (all of them)
- Explain that in the last example, even though we are talking about all of the children, we are referring to each one individually.
- Have Ss study the last rule. Point out that even though *none of* plus a plural verb is acceptable in spoken English, we shouldn't use it in writing.

C Choose the verb . . .

Suggested time: 10 minutes | Your time:

- Model the first item. Elicit from the class the noun that the quantifier modifies. (choices) Ask, *Which verb is correct?* Then ask them to explain why it is the correct choice. (because the quantifier *every one of* always takes a singular verb)
- Have Ss compare answers with a partner and review as a class. For item 7, point out that *are coming* is only possible in everyday spoken English.

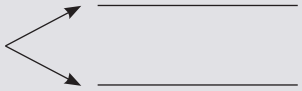
CHALLENGE (+15–20 minutes) Play a guessing game. In pairs, have Ss write 6–8 sentences describing a movie, using quantifiers. Then have each pair join another pair and take turns reading the descriptions and guessing the movie. You may want to model some questions for the class. For example: *One of the scenes takes place in the jungle. A lot of the movie takes place in Rome. Some of the movie was filmed on location. Three of the actors were nominated for an Oscar.*

UNIT 5

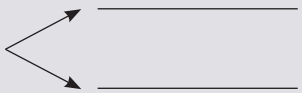
Conjunctions with so, too, neither, or not either

Suggested time: 15 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples. Have Ss read the examples under **Notice the subject-verb order**.
- To check comprehension, write on the board: *Gossiping is impolite. Shouting is impolite.* Elicit from the class the two ways to finish the sentence, and add to the board. (so is shouting; shouting is, too)

Gossiping is impolite, and 

- Point out the comma after the first statement.
- To check comprehension, ask, *Are additions with* so *and* too *used for affirmative or negative statements?* (affirmative statements) *Do* so *and* too *have the same meaning?* (yes) *Do they have the same form?* (No. *So* needs subject-verb inversion.)
- Read the second rule. Ask a volunteer to read the examples.
- To check comprehension, write on the board: *Texting at the dinner table is not considerate. Wearing earbuds at the dinner table is not considerate.*

Texting at the dinner table is not considerate, and 

Elicit from the class the two ways to finish the sentence, and add to the board. (wearing earbuds isn't either; neither is wearing earbuds)

- Point out the comma after the first statement.
- To check comprehension, ask, *Are additions with* neither *and* not either *used for affirmative or negative statements?* (negative statements) *Do* neither *and* not either *have the same meaning?* (yes) *Do they have the same form?* (No. *Neither* needs subject-verb inversion.)
- Read each rule in the **Be careful!** note, asking volunteers to read each set of examples.
- Point out that *neither* has a negative meaning, so it needs an affirmative verb. *Either* has a positive meaning, so it needs a negative verb.
- Read the third rule. Ask a volunteer to read the examples.
- Have Ss number the examples from 1 to 5. To check comprehension, have Ss identify the example(s) that use the verb *be*, an auxiliary verb, or a modal. (*be*: 1; an auxiliary verb: 2 [*does*], 3 [*has*], 5 [*have*]; a modal: 4 [*can*])
- Read the fourth rule. Ask a volunteer to read the examples.
- Write on the board:
  Wendy wears strong perfumes, and so ___ Katie.
  Wendy wears strong perfumes, and so ___ Katie and Christine.
  Point out that the verb in the second statement must agree with the subject. *Katie* is singular, so it needs a singular verb. *Katie and Christine* is plural, so it needs a plural verb. Elicit the correct verbs from the class and complete the sentences on the board. (does, do)

A Find and underline the nine errors . . .

Suggested time: 10 minutes | Your time:

- Model the first error correction with the class. Call on a S to read the first sentence. As a class, identify the verbs. (is, does) Ask, *What's wrong with this sentence?* (Since the first clause uses the verb *be*, the second clause has to use *be,* too.)
- Have Ss compare answers with a partner and review as a class.

C **Choose the verb that agrees with each subject.**

1 Every one of these choices (sound / sounds) terrific!
2 One of the teachers (was / were) going to stay after class.
3 A lot of the problem (is / are) that no one wants to work so hard.
4 Each of the employees (want / wants) to work overtime.
5 Half of the city (was / were) flooded in the storm.
6 Only 8 percent of their workers prefer shorter work weeks, while at least 90 percent (don't / doesn't).
7 None of the players (is coming / are coming) to the game.

UNIT 5

Conjunctions with so, too, neither, or not either

Use and so or and . . . too to join affirmative statements that are similar.

Spitting on the street is offensive, **and so** is littering. OR . . . , **and** littering is, **too**.
Playing loud music bothers me, **and so** does smoking. OR . . . , **and** smoking does, **too**.

Use and neither or and . . . not either to join negative statements that are similar.

Playing loud music isn't polite, **and neither** is smoking. OR . . . **and** smoking is**n't either**.
Spitting on the street doesn't bother me, **and neither** does littering. OR . . . **and** littering does**n't either**.

If the first clause uses the verb be, an auxiliary verb, or a modal, use the same structure in the second clause.

Tokyo **is** a huge city, and so **is** São Paulo.
New York **doesn't** have a lot of industry, and neither **does** London.
Mexico City **has** grown a lot, and so **has** Los Angeles.
Nancy **can't** tolerate loud music, and neither **can** Tom.
I **haven't** been to Tokyo, and neither **have** you.

If the first clause is an affirmative statement in the simple present or simple past tense, use do, does, or did in the second clause.

John **thinks** graffiti is a big problem, and so **does** Helen.
My wife **enjoyed** visiting Paris, and so **did** I.

Notice the subject-verb order.

. . . and so **is littering**.
. . . and **littering is**, too.

. . . and neither **does littering**.
. . . and **littering doesn't** either.

Be careful!

Use a negative verb, auxiliary verb, or modal with either and an affirmative with neither.

. . . and littering **doesn't either**.
NOT . . . and littering ~~does either~~.
. . . and **neither does** littering.
NOT . . . and ~~neither doesn't~~ littering.

With so and neither, the verb (or auxiliary verb or modal) goes before the subject.

Tokyo is a huge city, and so **is São Paulo.**
NOT . . . and so ~~São Paulo is~~.
Nancy can't stand loud music, and neither **can Tom.**
NOT . . . neither ~~Tom can~~.

A **Find and underline the nine errors. On a separate sheet of paper, write each sentence correctly.**

New York is one of the most famous cities in the world, and so ~~does~~ *is* London. While these two cities differ in many ways, they also share a number of characteristics. Here's a quick comparison:

- If you're looking for peace and quiet, New York is not the place to be, and neither ~~London is~~ *is London*. They are both exciting and noisy places. If you're not used to it, New York's traffic can be deafening at times, and so ~~does~~ *can* London's.
- The best way to get around in both cities is the subway (or the Tube in London). New York's subway system is quite old and elaborate, and ~~is~~ London's *is*, too.
- If you're looking for first-rate entertainment, New York is filled with theaters, and so ~~London does~~ *is London*.
- Hungry? London's restaurants feature exciting dishes from around the world, and New York's ~~are~~ *do*, too.
- Both cities offer a huge choice of museums to visit. The museums in New York can't possibly be seen in a day, and ~~either London's can't~~ *London's can't either*.
- New York offers some of the world's most famous tourist sites—for example, the Statue of Liberty and the Empire State Building—and so ~~is~~ *does* London, with Buckingham Palace and the Millennium Wheel.

It's clear that New York shouldn't be missed, and neither ~~London shouldn't~~ *should London*!

See page T124 for answers.

B **On a separate sheet of paper, rewrite each statement, using the word in parentheses. Make any necessary changes in verbs or possessive adjectives.**

Quito has a large historic section, and so does Cuenca.

Example: Both Quito and Cuenca have large historic sections. (so)

1 Both Bangkok and São Paulo face many problems caused by too much traffic. (so)
2 Both Beijing and London have hosted the Olympic Games in the past. (too)
3 Vancouver and Taipei don't ever get very cold. (neither)
4 Seoul and Jakarta won't experience a decrease in their populations any time soon. (not either)
5 Both Hong Kong and Rio de Janeiro are famous for their physical beauty. (so)
6 Prague and Krakow attract people who like old historic architecture. (too)
7 The Prado Museum in Madrid and the Louvre in Paris shouldn't be missed. (neither)
8 Tokyo and Mexico City haven't lost their place among the world's largest cities yet. (not either)

So, too, not either, or neither: short responses

Use so, too, not either, or neither in short responses to express agreement.

A: I hate littering.
B: So do I. OR I do, too.
NOT So do I ~~hate~~. / I do ~~hate~~, too.

A: I can't stand smoking.
B: I can't either. OR Neither can I.
NOT I can't ~~stand~~ either. / Neither can I ~~stand~~.

It is common to express agreement with Me, too or Me neither.

A: I hate littering.
B: Me, too.

A: I can't stand smoking.
B: Me neither.

C **Agree with each statement three ways, using short responses with so, too, neither, or (not) either.**

1 "I've never been to Ulan Bator."
You: *I haven't either. / Neither have I. / Me neither.*

2 "I can't figure this out."
You: *I can't either. / Neither can I. / Me neither.*

3 "I loved going there!"
You: *I did, too! / So did I! / Me, too!*

4 "I have to get some cash."
You: *I do, too. / So do I. / Me, too.*

5 "I'm getting really tired."
You: *I am, too. / So am I. / Me, too.*

6 "I used to travel more."
You: *I did, too. / So did I. / Me, too.*

7 "I'll call her tomorrow."
You: *I will, too. / So will I. / Me, too.*

8 "I'm not going to tell her she's late."
You: *I won't either. / Neither will I. / Me neither.*

UNIT 6

Modals and modal-like expressions: summary

Make polite requests

Could I **get** your phone number?
Can my son **take** just one more cookie?
Would you please **hold** this for a second? (with you only)
May I **have** a cup of coffee? (formal, with I or we only)

Express preferences

I **would like to see** that movie.
Would you **like to go** running?
I**'d rather not watch** a movie.
I**'d rather have left** earlier.

Give or ask for permission

You **can open** the window if you want.
Can I **leave** this here?
You **may leave** early if you need to. (formal)
May I **leave** my coat here? (formal, with I or we only)

Express ability or lack of ability

He **can complete** the job for you in an hour.
Can you **write** well in English?
We **couldn't finish** the report yesterday.
Couldn't you **find** the restaurant?
My grandmother **isn't able to walk** any more.
Is she **able to take** care of herself?
She **was able to do** a lot more when she was younger.

Give a warning

Your mother **had better see** a doctor right away.
You**'d better not forget** about your appointment.
He**'d better have called** this morning.
They**'d better not have hurt** any animals when they made that movie.

Note: In spoken English, the contraction 'd better is almost always used. Had better is generally not used in questions.

B On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Call on a S to read the example and sample answer. Point out that the verb *have* changes to *has* and that there is a comma after the first statement. Also point out *does*, which is needed because the verb in the first statement isn't *be*, an auxiliary verb, or a modal.
- Have Ss complete the exercise and then compare answers in pairs. Review as a class.

CHALLENGE (+15–20 minutes) Write on the board:
Things people do that are
considerate:
rude:
irresponsible:
unacceptable:
In pairs, have Ss write a few ideas for each adjective. Then have Ss express their ideas in statements using *too*, *so*, *neither,* and *not either*. Monitor as Ss write to provide help as needed. To review, have Ss share some of their sentences with the class.

Answers for Exercise B

1. *Bangkok faces many problems caused by too much traffic, and so does São Paulo.*
2. *Beijing has hosted the Olympic Games in the past, and London has, too.*
3. *Vancouver doesn't ever get very cold, and neither does Taipei.*
4. *Seoul won't experience a decrease in its population any time soon, and Jakarta won't either.*
5. *Hong Kong is famous for its physical beauty, and so is Rio de Janeiro.*
6. *Prague attracts people who like old historic architecture, and Krakow does, too.*
7. *The Prado Museum in Madrid shouldn't be missed, and neither should the Louvre in Paris.*
8. *Tokyo hasn't lost its place among the world's largest cities yet, and Mexico City hasn't either.*

So, too, not either, or neither: short responses

Suggested time: 10 minutes | Your time:

- Read the first rule. Ask two volunteers to read the examples.
- Point out the subject-verb inversion with *so* (So do I.) and *neither* (Neither can I.) in the examples.
- Also point out that main verbs that are not *be* (for example, *hate, like*) are not used in short responses. The verb *be*, auxiliary verbs, and modals are used. For example:
  A: I'm tired.
  B: So am I.
- To provide practice, address different Ss and have them agree with the statements you say. For example:
  I can speak two languages. (So can I. / I can, too.)
  I got up late this morning. (So did I. / I did, too.)
  I'm giving a party this Friday. (So am I. / I am, too.)
  I don't like horror films. (Neither do I. / I don't either.)
  I've never been to Sweden. (Neither have I. / I haven't either.)
- Read the second rule. Ask a volunteer to read the examples.
- To provide practice, address different Ss and have them agree with the statements you say. You can use the same statements as above or your own.

C Agree with each statement . . .

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Elicit all three possible answers.
- Point out that Ss should agree with each of the statements, even if the information is not true for them.
- Point out that there are three possible correct answers for each statement. However, Ss only need to write one.
- Review as a class. Read each statement and call on Ss to agree with you.

CHALLENGE (+15–20 minutes) Write on the board:
Activities you do on the weekends
Things you like / dislike
Things you are good at
Things you could do when you were small
Things you were never able to do
Things you would like to do
In pairs, have Ss find things they have in common. They can use the ideas on the board or their own ideas. As Ss talk, encourage them to use *so*, *too*, *neither*, or *not either* in short responses.

UNIT 6

Modals and modal-like expressions: summary

Suggested time: 15 minutes | Your time:

- Notice that the grammar chart spans two pages and has several sections. Begin by focusing on page 124. After you read each heading for each use, call on volunteers to read the examples. After going over each group of examples, ask a volunteer to give his or her own example.
- To review, ask Ss these questions and write answers on the board as Ss respond:
  How do we form negative modals? (modal + *not* + verb)
  How do we form yes / no *questions with modals?* (modal + subject + verb)
- Finally, ask a S to read the **Note**. Write on the board: *Max had better see a doctor.* Elicit a way to phrase this as a question. (For example: Shouldn't Max see a doctor?)

Modals and modal-like expressions: summary (continued)

- Focus on the second half of the chart. After reading each heading, call on volunteers to read the examples. After going over the group of examples for each use, ask a volunteer to give his or her own example.
- Ask a S to read the **Note** on *ought to*. Write the following sentence on the board and have Ss make the statement negative: *They ought to invite him.* (They shouldn't invite him.)
- For expressing necessity and lack of necessity: Remind Ss that in information questions and *yes / no* questions with *have to*, we add *do, does* or *did* before the subject.
- Finally, ask a S to read the **Note** on *must not* and *may not*.

OPTION (+15–20 minutes) Write the twelve categories in the grammar chart on the board: *Make polite requests, Express preferences*, and so on. In pairs, have Ss take turns reading sentences from the chart and saying what category they fall under. One S reads a sentence from the chart while the other S names the category without referring to the Student's Book.

CHALLENGE (+15–20 minutes) In pairs, have Ss choose four sentences from the grammar chart and use them in short conversations. Ss can make any necessary changes. Model a conversation for the class. For example:
A: My mother is the CEO of a big company.
B: She must be very smart!
Offer help as needed. To review, call on pairs to share their conversations with the class.

A Cross out the one modal . . .

Suggested time: 10 minutes | Your time:

- Model the first item with the class. Ask, *What category from the grammar chart does this question fall under?* (Make polite requests) Elicit the answer about the modal that cannot be used. Ask, *Why is* may *not possible here?* (because *may* can only be used with *I* or *we* in polite requests)
- Have Ss first choose the category each item falls under and then cross out the incorrect modal. Point out that some items might fall under more than one category.
- Have Ss discuss their choices with a partner. Review as a class and have Ss explain their choices.

B Circle the one modal . . .

Suggested time: 10 minutes | Your time:

- Model the first item with the class. Ask a volunteer to explain why *had to* is correct. (because the statement is about what happened last night, so a modal with past meaning is necessary)
- Have Ss discuss their choices with a partner. Review as a class and have Ss explain their choices.

Modals and modal-like expressions: summary (continued)

Express possibility

It **may rain** this afternoon.
He **may not be able to come** this morning.
She **may have forgotten** to lock the door.
She **may not have remembered**.
It **might be** noisy at that restaurant.
She **might not want** to eat anything.
He **might have gone** home already.
He **might not have paid** yet.
It **could rain** tomorrow.
We **could have spent** less.

Draw conclusions

Your father **must be** very smart.
She **must not think** it's important.
They **must have been** exhausted when they got home.
He **must not have sent** it.

Suggest alternatives

You **could take** the next train.

Make suggestions

They really **should think** about staying longer. / They really **ought to think** about staying longer.
They **should have called** first. / They **ought to have called** first.
You **shouldn't stay** at that hotel.
He **shouldn't have waited** to make a reservation.
Should we **have called** first?

Note: Ought to is not usually used in negative statements or questions. Use shouldn't or should instead.

Express necessity

We **have to take** the test tomorrow.
We**'ve got to arrive** on time. [informal, spoken]
All students **must take** the test. [formal]

Express lack of necessity

You **don't have to bring** a passport.
She **didn't have to pay** a late fee.

Express prohibition or deny permission

New employees **cannot** (OR **shouldn't**) **park** their cars in the garage.
New employees **may not park** their cars in the garage. [formal]
New employees **must not park** their cars in the garage. [formal]

Note: Must not (OR mustn't) and may not are rarely used to express prohibition or deny permission, except by someone in a position of authority such as a parent, teacher, or employer.

Questions with must are very formal and not very common. Past necessity is expressed with had to.
Does everyone **have to take** the test? / **Must** everyone **take** the test?
All students **had to take** the test.

A **Cross out the one modal that *cannot* be used in each sentence or question.**

1 ~~May~~ / Can / Could your mother please call me tonight?
2 I (wasn't able to / couldn't / ~~shouldn't~~) get there on time because the traffic was so bad.
3 She (may / had better / ~~can~~) be able to complete the job by tomorrow.
4 (Can / Should / ~~Ought to~~) my students listen in while you practice?
5 Shoppers (may / ~~have to~~ / must) not park their cars in front of the main entrance.
6 Thank goodness she (doesn't have to / ~~must not~~ / was able to) renew her passport for another five years.
7 You (~~could~~ / had better / should) let them know you won't be able to make it on time, or you may not get the job.
8 This restaurant is so good we (ought to / might / ~~don't have to~~) come here more often.

B **Circle the one modal that best completes each conversation.**

1 **A:** Why didn't you come to the party last night?
B: I (had to / have to / must / have got to) study for a test.

2 **A:** You really (can't / should / mustn't / are able to) call more often.
B: You're right. I'm sorry.

3 **A:** She ('d better not have / should have / had to have / must have) forgotten the tickets!
B: Uh-oh. I hate to tell you this, but I think she did.

4 **A:** Do you think I ('m able to / must / would / could) get your phone number?
B: Sure.

5 **A:** Did you get to go to the movies?
B: Yeah. But I (must have / 'd rather have / should not have / would have) stayed at home.

6 **A:** Unfortunately, the doctor (shouldn't / has to / won't be able to / had better) see you until tomorrow.
B: That's OK. No problem.

7 **A:** What do you think happened to Judy?
B: She (must not have / shouldn't have / ought not have / could have) known we were starting so early.

Answers for Exercise B

2. Very short dresses are being work by models this season.
3. A new restaurant downtown is being opened by my parents.
5. French is spoken in Quebec.
7. The complete story about defective products is never told by advertisers.

UNIT 7

The passive voice: review and expansion

Verbs can be transitive or intransitive. A transitive verb can have a direct object. An intransitive verb cannot have a direct object. Only transitive verbs can be used in the passive voice.

transitive: The bus **hit** a tree. (a tree = a direct object)
intransitive: The bus **stopped**. (The verb stop has no object.)

Common intransitive verbs

arrive	rain
come	seem
die	sit
fall	sleep
go	stand
happen	stay
laugh	walk
live	

Remember: Form the passive voice with a form of be and a past participle, or with a modal + a form of be and a past participle. In the active voice, the subject of a sentence performs the action of the verb. In the passive voice, the subject of the sentence is the receiver of the action.

The passive voice: statements

The simple present tense
The ad **is seen** by at least a million people a day.

The simple past tense
At the meeting, people **were called** by their first names.

The present continuous
Every house **is being painted** white.

The future with be going to
Maurizio's new fashions **are going to be shown** on TV tonight.

The future perfect
If I wear this dress before the event, it **will have been seen** by everyone and it won't seem new.

The past continuous
Before we had regulations, dangerous products **were being tested** on small animals.

The present perfect
We**'ve been helped** a lot by our friends.

The past perfect
"Business casual" clothes **had been worn** only on Fridays for a couple of years before people started wearing them to our office every day.

Modals
Sometimes the truth **can't be** easily **seen**.
My teacher said my essay **should be rewritten** to make it clearer.

Note: The passive voice of the future continuous and the present perfect continuous are rarely used, so they aren't included in this list.

The passive voice: questions

Invert the subject and the auxiliary verb (the form of be or have) or the modal.

Is Russian **spoken** by many people in Chicago?
Has your uncle **been hired** by an advertising company?
When **will** she **be given** a new office?
Who **have** you **been called** by?
Where **should** we **be married**?
How **can** this house **be painted** in only two days?

A **Write a checkmark next to the three sentences that have an intransitive verb.**

- [x] **1** Valentino's new line of women's purses arrives in stores next week.
- [ ] **2** Models are wearing very short dresses this season.
- [ ] **3** My parents are opening a new restaurant downtown.
- [x] **4** The owner of the boutique lived in an apartment above the shop.
- [ ] **5** People speak French in Quebec.
- [x] **6** It rained really hard last night.
- [ ] **7** Advertisers never tell the complete story about defective products.

See above for answers.

B **On a separate sheet of paper, rewrite in the passive voice the four sentences from Exercise A that have transitive verbs.**

C **On a separate sheet of paper, rewrite each statement in the passive voice.** *See page T126 for answers.*

1 Joan Saslow and Allen Ascher wrote this book.
2 Students practice English online in most language schools today.
3 Ads can persuade people to buy products.
4 Some ads have manipulated people's emotions.
5 My friend was driving the car when the accident occurred.

See page T126 for answers.

D **On a separate sheet of paper, rewrite the sentences you wrote for Exercise C as yes / no questions.**

E **On a separate sheet of paper, write information questions, using the question words and phrases in parentheses.**

1 That new shampoo was endorsed by Larissa La Rue. (when)
2 Those beauty products are being manufactured. (where)
3 The car can be bought at the sale price. (for how long)
4 The winner of the election will be known. (what time)
5 The new school was being built. (in what year)

1. When was that new shampoo endorsed by Larissa La Rue?
2. Where are those beauty products being manufactured?
3. For how long can the car be bought at the sale price?
4. What time will the winner of the election be known?
5. In what year was the new school being built?

UNIT 7

The passive voice: review and expansion

Suggested time: 5 minutes | Your time:

- Read the first rule. Ask volunteers to read the transitive and intransitive example sentences. Remind Ss that some verbs can have both transitive and intransitive meanings. Write on the board: *The bus stopped. The driver stopped the bus.*
- Ask Ss to skim the list of **Common intransitive verbs** on the right. Elicit sentences using the verbs. (For example: It rained all day.) After each one ask, *Is there a receiver of the action?* (no)
- Read the **Remember** note. Have Ss read the examples of statements. To check understanding, ask, *Are any of the verbs in these sentences intransitive?* (No, the verbs are transitive. These are all passive sentences.)
- Draw Ss' attention to the **Note** about the passive voice of the future continuous and the present perfect continuous.
- Read the rule under *The passive voice: questions* and the first question. Write the statement on the board: *Russian is spoken by many people in Chicago.* Point out how the subject and auxiliary verb are inverted in the question.
- Call on Ss to read the remaining example questions.

CHALLENGE (+15–20 minutes) Elicit the active voice of each statement in the chart. Tell Ss they may have to make up an agent if a sentence does not have one. (For example: At least a million people a day see the ad; At the meeting, the leaders called people . . .; We are painting every house white; The network is going to show Maurizio's new fashions . . .; If I wear this dress before the event, everyone will have seen it . . .; Before we had regulations, companies tested dangerous products . . .; Our friends have helped us a lot; People had worn "business casual" clothes . . .; Sometimes we can't easily see the truth; My teacher said I should rewrite my essay . . .)

A Write a checkmark . . .

Suggested time: 5 minutes | Your time:

- To review, ask, *What does* intransitive *mean?* (that it does not take a direct object)
- Tell Ss to circle the verb in each sentence before writing their checkmarks.
- Have Ss compare answers with a partner.
- Go over the answers as a class. To confirm that the unchecked statements are correct ask, *In the transitive verb sentences, what is the direct object?* (2. very short dresses, 3. a new restaurant, 5. French, 7. the complete story)

B On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- After Ss rewrite the four sentences, have them compare answers with a partner.
- Go over the answers as a class. After each statement ask, *Who is the performer of the action?* (2. Models, 3. My parents, 5. People, 7. Advertisers)

C On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- To confirm that each statement can be changed to the passive voice, for each item ask, *What is the direct object?* (1. this book, 2. English, 3. people, 4. people's emotions, 5. the car) Review that the direct object is the receiver of the action.
- Monitor as Ss work. If they need help with form, review *be* + past participle, or modal + *be* + past participle.
- Go over the answers as a class. Ask, *Which item could skip mentioning the performer of the action?* (item 2)

Answers for Exercise C

1. This book was written by Joan Saslow and Allen Ascher.
2. English is practiced online by students in most language schools today.
3. People can be persuaded by ads to buy products.
4. People's emotions have been manipulated by some ads.
5. The car was being driven by my friend when the accident occurred.

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Ask, *How do we make passive* yes / no *questions?* (invert the subject and the auxiliary verb or modal) Ask a volunteer to answer the first item.
- Have Ss complete the exercise individually. Assist with inverting the verb as needed.
- Have Ss compare answers with a partner.

Answers for Exercise D

1. Was this book written by Joan Saslow and Allen Ascher?
2. Is English practiced online by students in most language schools today?
3. Can people be persuaded by ads to buy products?
4. Have people's emotions been manipulated by some ads?
5. Was the car being driven by your friend when the accident occurred?

E On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Call on a volunteer to answer the first item. Point out how the subject and *was* are inverted.
- After Ss complete the exercise, go over the answers as a class.

UNIT 8

Making comparisons: review and expansion

Suggested time: 5 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples. Tell Ss to number the examples from 1 to 3 and identify what or who are being compared. (1. John and Rob; 2. this movie and the last one; 3. my sister and I)
- To review how comparatives are formed, ask, *How do you form the comparative of short adjectives or adverbs such as* fast*?* (adjective or adverb + *-er*) *How do you form the comparative of long adjectives or adverbs such as* interesting*?* (*more* or *less* + adjective or adverb + *than*)
- Point out that in the phrase following *than,* it's optional to include a form of *be*, *have*, *do*, or a modal. This is shown by the brackets in the examples. However, when *than* is followed by a subject pronoun (*I*, *he*, *they*, etc.), omitting the verb or modal creates a statement that is extremely formal. For example: *She's taller than I.* In speech and informal writing, *She's taller than me* is much more common.
- To review irregular comparative forms, have Ss look at the list of **Irregular forms** at the bottom of the chart. Point out that *farther* is usually used with physical distances while *further* is used in other senses, such as, *She explained her ideas further in a magazine article.*
- To provide practice, ask volunteers to share sentences comparing the people in their families. (For example: My brother drives faster than me. My uncle's house is much bigger than mine.)
- Read the second rule, about superlatives. Ask a volunteer to read the examples.
- Have Ss number the examples from 1 to 5 and identify the superlative adjectives and superlative adverbs. (superlative adjectives: 1, 2, 4; superlative adverbs: 3, 5)
- To review how superlatives are formed, ask, *How do you form the superlative of short adjectives and adverbs such as* fast*?* (*the* + adjective or adverb + *-est*) *How do you form the superlative of long adjectives or adverbs such as* beautiful*?* (*the most / the least* + adjective or adverb)
- To review irregular superlative forms, have Ss look at the list of **Irregular forms** again.
- To provide practice, ask volunteers to share sentences with superlatives. (For example: My friend Brad is the funniest person I've ever met. Of all my friends, Sam is the most responsible.)
- Read the **Be careful!** rule about when you can omit *the*.
- To check comprehension, write on the board:

  1. Which is best?

  2. Which is best brand?

  3. Which is the best brand?

  4. Which brand is best?

  Have Ss identify the sentences that are correct. (1, 3, and 4) Elicit from the class why sentence 2 is incorrect. (You can't omit *the* if the superlative is followed by a noun.)
- Read the last rule in the first column, about determiners. Ask a volunteer to read the examples.
- At the top of the second column, read the rule about comparisons with *as . . . as*. Ask a volunteer to read the examples. Draw Ss' attention to the **Note** at the end of the chart regarding the use of pronouns.
- Point out that *just* emphasizes that the things being compared are equal.
- Have Ss read the last two rules and examples.
- To check comprehension, write on the board:

  1. The new bridge is as wide as the old one.

  2. The new bridge is almost as wide as the old one.

  3. The new bridge is three times as wide as the old one.

  Make a statement and have Ss identify which sentence on the board has the same meaning. Say, *The old bridge was wider than the new one.* (2) *The new bridge is wider than the old one.* (3) *Both bridges have the same width.* (1)

LANGUAGE NOTE We usually do not omit the form of *be*, *have*, *do*, or a modal in the phrase following *than* when we compare things from different time periods. For example: *I earn more money than my grandmother did.*

OPTION (+15–20 minutes) To provide practice with *as . . . as,* have Ss write a statement about themselves for each of the three uses of *as . . . as.* Have Ss discuss and correct their sentences in pairs. To review, ask volunteers to share their sentences with the class. You may want to write a few examples on the board.

A Read each quoted statement . . .

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Ask, *Is one textbook better than the other?* (no) Elicit the correct answer.
- Have Ss compare answers with a partner and review as a class.

CHALLENGE (+15 minutes) In pairs, have Ss choose two cities they both know and write several sentences comparing the cities using comparatives, superlatives, and *as . . . as.* Encourage Ss to use *almost, about, not quite, twice,* or *(three) times* with *as . . . as* in some of their sentences. To review, ask volunteers to share their sentences with the class.

UNIT 8

Making comparisons: review and expansion

Comparative forms of adjectives and adverbs show how two things are different.

John is **taller than** Rob (is).
This movie was **less interesting than** the last one (was).
My sister types **a lot faster than** I (do).

Superlative forms of adjectives and adverbs show how one thing is different from everything else.

She was **the nicest** person I ever met!
That was **the least entertaining** movie I ever saw.
Of all the actors, she sang **the most beautifully**.
Among my friends, Ned and Stacey definitely have **the most** money.
Of all the cars we looked at, the Linkus costs **the most**.

Be careful! Use the with a superlative form. However, you can omit the if the superlative is not followed by a noun.

Which student is **the tallest** OR **tallest**?
NOT ~~Which is tallest student?~~

Use the determiners more, the most, less, least, the least, fewer, and the fewest with nouns to compare quantities and amounts.

There is **less** corruption in the government than there used to be.
I want to be healthy, so I eat **fewer** sweets than most people.
Few people went to see *Horror City*, but last night had **the fewest** people in the audience.

Comparisons with as . . . as show how two things are alike.

Tom is just **as tall as** George (is).
She still sings **as beautifully as** she did when she was young.
My nephew now weighs **as much as** I do.
I have **as much money** in the bank **as** I did last year.

Use as . . . as with almost, about, and not quite to show how two things are similar, but not equal.

My nephew weighs **almost as** much **as** I do. [I weigh a bit more.]
The movie is **about as** long **as** his last one. [But it's a bit shorter.]
This coat is**n't quite as** expensive **as** it looks. [It's actually cheaper.]

Use as . . . as with twice, three times, etc., to show that things are not equal at all.

A Linkus sedan is about **twice as** expensive **as** a Matsu.
My new computer is **ten times as** fast **as** my old one.

Note: In informal spoken English, it is more common to say ". . . as tall as me" instead of the more formal ". . . as tall as I (am)."

Irregular forms

adjective	adverb	comparative	superlative
good	well	better	the best
bad	badly	worse	the worst
far	far	farther / further	the farthest / furthest

A **Read each quoted statement. Then complete each sentence using a comparative, superlative, or comparison with as . . . as.**

1 "The textbook we are using now is very good. The textbook we were using last year was also very good."
The textbook we're using now is ..... *as good as* ..... the one we were using last year.

2 "Star shampoo costs about $6.00. Ravel shampoo costs about $7.00. Sanabel shampoo costs about $5.00."
Among the three shampoos, Sanabel is *the least expensive / the cheapest*

3 "We paid four hundred euros each for our tickets. They paid three hundred euros."
We paid ..... *more than* ..... they did.

4 "Matt has only a little experience working with children. Nancy has a lot of experience."
Matt has *less experience than* Nancy.

5 "John's laptop weighs 2 kilos. Gerry's laptop weighs 2.1 kilos."
John's laptop isn't ..... *as heavy as* ..... Gerry's is.

6 "Mark knows only a little Japanese. Jonah knows a lot."
Mark knows *less Japanese than* Jonah does.

7 "Bart ate a lot for lunch. Susan ate a lot for lunch, too."
Susan ate ..... *as much as* ..... Bart did for lunch.

Other uses of comparatives, superlatives, and comparisons with as . . . as

For emphasis

The Nile River is **more than** 5,500 kilometers long. [emphasizes that the river is very long]
The Dickens School now has **fewer than** 900 students. [emphasizes that this is a relatively small number]
That was **the worst** movie **ever**. [emphasizes that this was a bad movie]
This meal was **the best of all time**! [emphasizes that this was a great meal]
A newborn Asian elephant can weigh **as much as** 150 kilos. [emphasizes that this is fairly heavy]
As many as 200 of these animals are killed every year. [emphasizes that this is a high number]
Milton Academy is **one of the best** schools in the city.
Preet Gupta is **among the most intelligent** commentators on any TV news program today.
The lions in the Central Zoo are **some of the finest** examples of African wildlife you can see without going to Africa.

To show progression

My son is getting **taller** every day. [He's growing.]
The economy is **stronger** now. [It's improving.]

To show tendencies or preferences

We eat out **more than** in. [We tend to eat out.]
Sara likes being alone **more than** socializing. [She prefers to spend time alone.]

To clarify

He's a lot **friendlier than** you would think. [You may think he's not friendly, but in fact he is.]
She's **more of a singer than** a dancer. [You may think she's mainly a dancer, but in fact she's mainly a singer.]
The movie's **more annoying than** scary. [You may think this movie will be scary, but in fact it's just annoying.]
It looks **more like** snow **than** rain. [You may think it's going to rain, but in fact it looks like it's going to snow.]

B **Use a comparative, a superlative, or a comparison with as . . . as to complete each statement so it has a meaning similar to the information in quotes.**

1 "Our meal last night was really inexpensive. It only cost 48 euros for the two of us."
Our meal last night cost *less than* 50 euros.
2 "Our reading club meetings are getting pretty big. On some nights there are thirty students."
Our reading club meetings sometimes have *as many as thirty* students.
3 "I think our teacher is really great!"
Our teacher is *the best* ever!
4 "The garden you planted last month has become so beautiful!"
Your garden is getting *more beautiful* every day!
5 "You might think snails would taste strange, but they actually taste quite good."
Snails taste *better than* you may think.
6 "You may think Kate is shy, but she's actually very talkative."
Kate is *more talkative* than you might think.
7 "There were a lot of great new movies this year. *Cool Water* was one of them."
Cool Water was *one of the best* new movies this year.

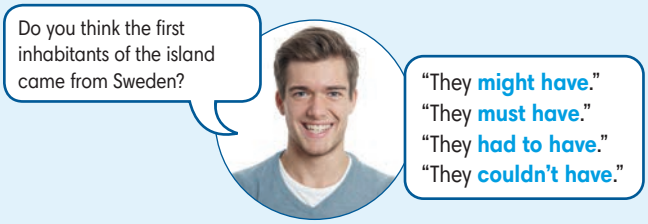
UNIT 9

Perfect modals: short responses (active and passive voice)

Compare short responses with perfect modals in the active voice and passive voice.

Be careful! In a short response to a question (or statement) with a past form of the verb be, always include been.
A: Was the story of the yeti just a joke?
B: It **must have been**. NOT It ~~must have~~.

Active voice



Passive voice



Other uses of comparatives, superlatives, and comparisons with as . . . as

Suggested time: 5 minutes | Your time:

- Ask volunteers to read the examples under *For emphasis*.
- To provide practice, write on the board:
  1. It costs $90.
  2. It was a bad concert.
  3. The album can hold 200 photos.
  Have Ss add emphasis to the statements. Point out that in some cases there may be more than one way to add emphasis. Review as a class. (For example: 1. It can cost as much as $90. 2. It was one of the worst concerts ever. 3. The album can hold as many as 200 photos.)
- Have Ss study the examples under *To show progression*.
- Point out that the second part of the comparison (*than*) is not used.
- To provide practice, write on the board:
  1. Prices are getting ___.
  2. The book is becoming ___.
  Have Ss complete the statements with their own ideas. To review as a class, ask volunteers to share their sentences. (For example: 1. Prices are getting higher. 2. The book is becoming more interesting.)
- Have Ss study the examples under *To show tendencies or preferences*.
- To provide practice, write on the board:
  1. In class, we ___ more than ___.
  2. At home / work, I spend more time ___ than ___.
  3. Your idea: ___
  In pairs, have Ss complete the statements with their own ideas. Review as a class. Ask volunteers to share their sentences. (For example: 1. In class, we speak more than we write. 2. At home, I spend more time in the garden than inside.)
- Have Ss study the examples under *To clarify*.
- To provide practice, write these prompts on the board:
  1. ice skating: not difficult but easy
  2. vacation: not relaxing but tiring
  In pairs, have Ss form sentences with the prompts, using the comparative form to clarify. To review as a class, ask volunteers to share their sentences. (For example: 1. Ice skating is a lot easier than you would think. 2. My vacation was more tiring than relaxing.)

B Use a comparative, a superlative . . .

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Call on a volunteer to complete the statement.
- Have Ss complete the exercise individually and then compare answers with a partner.
- Encourage them to also match each sentence to one of the different uses in the grammar chart above. (1. emphasis; 2. emphasis; 3. emphasis; 4. progression; 5. clarify; 6. clarify; 7. emphasis)
- Review as a class.

OPTION (+15–20 minutes) For further practice, write on the board:
1. I'm getting ___ every day.
2. On the weekends, I ___ more than ___.
3. I read ___ than ___ a year.
4. I'm a lot ___ than people think.
Have Ss complete the sentences with true information about themselves. In pairs, have Ss exchange sentences and decide on the use of the comparative, superlative, or comparison with *as . . . as* in their partner's sentences. Have a few volunteers read their sentences aloud and say the use. Then encourage Ss to create other sentences about themselves using comparatives, superlatives, and comparisons with *as . . . as* to show emphasis, progression, tendencies or preferences, and clarification. Monitor as Ss write to provide help as needed. To review, have Ss share their sentences with a partner.

UNIT 9

Perfect modals: short responses (active and passive voice)

Suggested time: 10 minutes | Your time:

- Review that we use perfect modals to speculate with different degrees of certainty about the past.
- Ask a volunteer to read the man's question under *Active voice*. Then call on another volunteer to read the various short responses. Write the following full responses on the board for comparison. Elicit the degrees of certainty.
  They might have come from Sweden. (not certain)
  They must have come from Sweden. (almost certain)
  They had to have come from Sweden. (very certain)
  They couldn't have come from Sweden. (very certain)
- Ask a volunteer to read the woman's statement under *Passive voice*. Then call on another S to read the various short responses. Write the first full response on the board for comparison: *It might have been moved by someone.*
- Read the **Be careful!** note. Point out that the example exchange is in the active voice, but that the rule also applies to passive sentences, as illustrated in the responses to the woman's question. Elicit the full response for B's statement. (It must have been just a joke.)

A Respond to each statement . . .

Suggested time: 5 minutes | Your time:

- Before doing the exercise, have Ss mark which statements are active and which are passive. (Items 1 and 2 are passive.) Remind Ss to always include *been* in a short response to a statement or question with a past tense of the verb *be*.
- Have Ss compare answers with a partner.
- Go over the answers as a class.

UNIT 10

Would: review

Suggested time: 10 minutes | Your time:

- Read the **Remember** information in the first column. Then call on volunteers to read the ways *would* is used and the examples.
- Read the rule at the top of the second column. Then call on volunteers to read the ways *would* is used and the examples.

A Write a checkmark . . .

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs to identify past repeated or habitual actions.
- Go over the answers as a class.

CHALLENGE (+15 minutes) Have Ss identify the uses of the unchecked items in the exercise:

1. past intention or plans that changed
3. past form of the future with *will*
5. past form of the future with *will*
7. past intention or plans that changed
9. past form of the future with *will*
10. present / future result of unreal condition
12. present / future result of unreal condition
13. present / future result of unreal condition
14. past intention or plans that changed

A **Respond to each statement or question with a short response, using a perfect modal.**

1 **A:** Is it most likely the Nazca Lines were created by humans?
B: *They must have been.* (must)

2 **A:** I wonder if the dinosaurs were killed by a meteor, too.
B: *They may have been.* (may)

3 **A:** Did Europeans eat potatoes before the discovery of America?
B: *They couldn't have.* (couldn't)

4 **A:** I guess people didn't realize that the carrier pigeon would become extinct.
B: *They must not have.* (must not)

5 **A:** The settlers in the western part of the U.S. must have known the buffalo was in danger.
B: *They had to have.* (had to)

6 **A:** It must not have been easy to move those huge stones.
B: *It can't have been.* (can't)

UNIT 10

Would: review

Remember: The modal would can be used to talk about the present or future.

For polite requests in the present or future:

Would you please **close** the door?
Would you **pick up** some milk on your way home?

To express a present or future result of an unreal condition:

She **wouldn't be** so tired if she took a nap.
I **would go** see them in concert if the ticket prices weren't astronomical.

The modal would can also be used in the following ways to talk about the past.

To express past repeated or habitual actions:

As children, we **would play** in the park every Saturday.

As the past form of the future with will:

He said he **would get** here before noon. (He said, "I'll get there before noon.")
She promised she **wouldn't forget**. (She said, "I promise I won't forget.")

To express past intentions or plans that changed:

I thought I **would marry** Harry, but I changed my mind.
We didn't think we **would enjoy** eating alligator, but it was delicious.

A **Write a checkmark next to each sentence that expresses a past repeated or habitual action.**

- ☐ 1 I thought we would go skiing in Chile, but we didn't.
- ☑ 2 In the summer, they would sit outside and read books or just take naps.
- ☐ 3 I had agreed that I would make breakfast that morning.
- ☑ 4 Every night, he would lie awake for hours thinking about her.
- ☐ 5 She warned them that Jake would forget to bring the keys, and she was right.
- ☑ 6 When Kyle was still living with his parents, he would work on weekdays and study on weekends.
- ☐ 7 Leila didn't think English would be useful on her trip to Moscow, but she was wrong.
- ☑ 8 As a student, I would stay up late every night studying for exams.
- ☐ 9 She asked me if I would help her with her homework that afternoon.
- ☐ 10 She wouldn't have such a hard time doing her homework if she studied harder.
- ☑ 11 When I was younger, my dad would always help me with my homework.
- ☐ 12 I wouldn't go see that new Tom Cruise movie if I were you.
- ☐ 13 Would you buy an electric car if it were more affordable?
- ☐ 14 My brother thought he would be late.

Be supposed to: expansion

You can use be supposed to to express a broadly held opinion. It is similar to "Everyone says . . . "

Green tea ice cream **is supposed to taste** really good.
Their new album **wasn't supposed to be** very good, but I loved it.
John **was supposed to have been** rude during the dinner, but I just don't believe it.

B **On a separate sheet of paper, rewrite each statement, using be supposed to.**

Example: They say the new Fernando Meirelles movie is very violent.

The new Fernando Meirelles movie is supposed to be very violent.

1 Everyone thinks our new manager is really nice. *1. Our new manager is supposed to be really nice.*
2 Many people believe acupuncture is an effective treatment for pain. *2. Acupuncture is supposed to be an effective treatment for pain.*
3 I haven't heard Ashley Morgan sing, but they say she has a beautiful voice. *3. Ashley Morgan is supposed to have a beautiful voice.*
4 I've never had Ethiopian food, but everyone says it's delicious. *4. Ethiopian food is supposed to be delicious.*
5 They say Paulo Coelho's latest novel is his best yet. *5. Paulo Coelho's latest novel is supposed to be his best yet.*
6 Everyone says Cambodia is a fascinating place to visit. *6. Cambodia is supposed to be a fascinating place to visit.*
7 It's said that corruption is one of the biggest problems in our city right now. *7. Corruption is supposed to be one of the biggest problems in our city right now.*

GRAMMAR FOR WRITING: placement of adverbs of manner

Adverbs of manner modify adjectives or verbs. When they modify adjectives, they go before the adjective.

The path can be **dangerously** slippery.
The architecture is **incredibly** beautiful.

When they modify transitive verbs, adverbs of manner ending in -ly often go before the main verb. They can also go after a verb and its direct object.

She **slowly** opened the door. OR She opened the door **slowly**.
She should **slowly** open the door. OR She should open the door **slowly**.

When they modify intransitive verbs, adverbs of manner ending in -ly often go after the main verb. They can also go after a verb and an indirect object.

He spoke **angrily** about corruption. OR He spoke about corruption **angrily**.

Be careful! Don't place adverbs of manner without -ly before a main verb.

He drives **fast**. NOT He ~~fast drives~~.
She can sing really **well**. NOT She can ~~really well sing~~.

Don't place an adverb of manner between a transitive verb and its direct object.

He drank his tea **quickly**. OR He **quickly** drank his tea.
NOT He drank ~~quickly~~ his tea.

Other adverbs of manner

angrily	poorly
badly	quietly
fast	sadly
happily	slowly
hard	softly
nicely	suddenly
noisily	well

C **Write a checkmark if the adverb is correctly placed. Then, on a separate sheet of paper, rewrite the sentences that you didn't check.**

☐ 1 When the game was over, he left quickly the court. *1. When the game was over, he quickly left the court. / When the game was over, he left the court quickly.*
☑ 2 As she drove into town, she sang to herself softly.
☑ 3 The meeting was suddenly postponed after the CEO arrived.
☐ 4 They washed noisily the dishes after dinner. *4. They noisily washed the dishes after dinner. / They washed the dishes noisily after dinner.*
☑ 5 Tom replied angrily to the text message.
☐ 6 They entered quietly the room and sat in the corner. *6. They quietly entered the room and sat in the corner. / They entered the room quietly and sat in the corner.*

D **On a separate sheet of paper, rewrite each sentence with one or more adverbs of manner. Choose from the list above and on page 108.** *Possible answers:*

1 I watched the snake until it moved. *1. I nervously watched the snake until it moved.*
2 We chatted until the sun came up the next morning. *2. We quietly chatted until the sun came up the next morning.*
3 She speaks Italian, but she doesn't really understand it. *3. She speaks Italian quickly, but she doesn't really understand it.*
4 He wrote about his experiences living in Cambodia. *4. He wrote happily about his experiences living in Cambodia.*
5 A cow walked onto the road, and the bus stopped. *5. A cow walked slowly onto the road, and the bus stopped suddenly.*

Be supposed to: expansion

Suggested time: 5 minutes | Your time:

- Read the rule. Read the first example sentence and rewrite it on the board as: *Everyone says green tea ice cream is really good.* Then call on other volunteers to read the other two examples and restate them with *Everyone.* (Everyone said the new album wasn't very good, but I loved it. Everyone said John was rude during the dinner, but I just don't believe it.)
- Ask, *What other ways do we use* be supposed to*?* (to express an expectation or mild obligation)

B On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Have Ss look at the example and sample answer. Demonstrate how *the new Fernando Meirelles movie* becomes the subject of the sentence, followed by *is supposed to*.
- Instruct Ss to scan the items and underline what will be the subjects of the new sentences. (1. our new manager, 2. acupuncture, 3. Ashley Morgan, 4. Ethiopian food, 5. Paulo Coelho's latest novel, 6. Cambodia, 7. corruption)
- Then have Ss rewrite the sentences.
- Go over the answers as a class.

Grammar for Writing: placement of adverbs of manner

Suggested time: 10 minutes | Your time:

- Start by bringing Ss' attention to the list of **Other adverbs of manner** on the right. Ask a volunteer to read it.
- Read the first rule, stressing that adverbs of manner modify adjectives or verbs. Call on Ss to read the examples of adverbs of manner modifying adjectives.
- Write on the board: *transitive* and *intransitive*. Explain that there are different rules for placing adverbs of manner before a transitive or intransitive verb. Ask volunteers to read the two rules and sets of example sentences.
- Focus on the **Be careful!** note and have Ss read the correct and incorrect variations.
- To check comprehension, write three sentences on the board:

  1. They entered the room noisily.

  2. They noisily entered the room.

  3. They entered noisily the room.

  Have Ss decide which sentences are correct. (1 and 2) Point out that an adverb of manner can never separate a transitive verb (*entered*) from its object (*the room*). Cross out the third example.

EXTENSION (+10 minutes) To provide additional practice, have Ss work in pairs to use three adverbs from the list in sentences of their own. Then bring the class together and call on volunteers to share their sentences. Write a few sentences on the board.

C Write a checkmark . . .

Suggested time: 5 minutes | Your time:

- First, have Ss circle the adverbs of manner in each sentence.
- Then have Ss complete the exercise individually.
- Ask Ss to compare answers with a partner. Bring the class together and have Ss explain what is wrong in each incorrect sentence.

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Have Ss identify which items have intransitive verbs. (2, 4, 5) Tell them to look at the rules in the grammar chart for the placement of adverbs of manner in these sentences.
- Then point out that the remaining sentences contain transitive verbs. Tell Ss to look at the rules in the grammar chart for placement of adverbs of manner in these sentences.
- As Ss work, assist as needed. Then bring the class together and invite volunteers to write the sentences on the board. Check adverb placement as a class.

PRONUNCIATION LESSONS (Optional)

Note about the Pronunciation Lessons
Many teachers will choose to assign the Pronunciation Lessons as self-study. However, if you choose to use it in the classroom, then teaching notes are included here.

UNIT 1 Content words and function words

Suggested time: 15 minutes | Your time:

- Read the first rule. Elicit or review that content words are words that have meaning and are essential to a sentence. Function words connect content words. Point out that stressed content words are set in capital letters in the examples.
- Call on volunteers to read the sentences. If they don't stress the words correctly, read the sentence yourself and have the class repeat.
- Direct Ss' attention to the lists of **Content words** and **Function words** on the right.
- Tell Ss to read the **Be careful!** note. Make sure they understand that although auxiliary verbs are function words, they are stressed in short answers and negative statements because they carry meaning—they represent the main verb in the question.
- Write on the board:
  1. She left her keys on that desk.
  2. He wants to sell his bicycle.
  To check comprehension, have pairs decide which words receive the stress. To review, underline the content words in the examples as Ss say them. (1. left, keys, that, desk; 2. wants, sell, bicycle)
- Refer Ss to the subheading *Stress in compound nouns.* Read the rule. Read the first example and have Ss repeat. Then read the example after *BUT* and have Ss repeat. Call on volunteers to read the remaining pairs of examples. Make sure that stress is always equal in the adjective + noun combinations.
- Write on the board: *1. a library book, 2. a good book, 3. a fast car, 4. a sports car*. To check comprehension of stress in compound nouns, have Ss identify compound nouns and adjective + noun combinations. (compound nouns: 1 and 4; adjective + noun combinations: 2 and 3). Call on volunteers to read items 1–4, stressing the appropriate words. Underline the stressed words as the volunteers speak them. (1. library, 2. good book, 3. fast car, 4. sports)

EXTENSION (+5 minutes) Point out that sometimes stress is put on function words for emphasis. For example, in sentence 2 on the board (*He wants to sell his bicycle*), if the speaker wants to clarify whose bike he wants to sell, the stress would be on *his*.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences. Ask, *Are there any compound nouns?* (No, *terrific boss*, *smart guy*, and *great manager* are all nouns modified by adjectives.) To review, ask, *How is stress handled in adjective + noun combinations?* (There is equal stress on both words.)
- Have Ss listen again and repeat.

B Circle the content words.

Suggested time: 5 minutes | Your time:

- In pairs, have Ss highlight the stressed words. Clarify meaning as needed. In item 1, *the present* refers to the present moment, not thinking about the past or worrying about the future. In item 4, *stick* means to stay or remain in a place.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Read the directions and bring Ss' attention to the asterisk. Read the note at the bottom of the page**.** If necessary, reiterate: *You will say each statement aloud after you hear the item number. Then you will hear the speaker say the same statement immediately after.*
- Have Ss read each sentence aloud and listen for how their reading compares with the speaker's reading on the audio. If appropriate, have Ss listen again and repeat.
- Note: The stress pattern on the audio may differ slightly from the stress pattern used by individual Ss. Choices of what to stress can be fluid, depending on the speaker's meaning.

C Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

D Practice reading . . .

Suggested time: 5 minutes | Your time:

- Have Ss highlight or circle the stressed words. To review, have Ss look at the first item, *global warming*. Ask, *What is stressed in this adjective + noun combination?* (There is equal stress on the adjective and the noun.) Then have them look at item 2 and ask, *What is the stress rule for a compound noun?* (The first noun is stressed.)
- Have Ss read each item aloud.
- Have Ss listen for how their reading compares with the speaker's reading on the audio. If appropriate, have Ss listen again and repeat.

PRONUNCIATION LESSONS (Optional)

The goal of the Pronunciation Lessons is to make students' speech more comprehensible. Each unit's lesson presents an important feature of English pronunciation and is accompanied by audio and spoken practice.

UNIT 1

Content words and function words

In English, content words are generally stressed.
Function words are generally unstressed.

My **BOSS** is a **PAIN** in the **NECK**!
He's **REALLY** a **TERRIFIC BOSS**.
MARK is **SUCH** a **SMART GUY**.
I'm **SURE** she'll be a **GREAT MANAGER**.

Content words

nouns	boss, Julie, happiness
verbs	find, meet, call
adjectives	talkative, small, green
adverbs	quietly, again, very
possessive pronouns	mine, yours, his
demonstrative pronouns	this, those, that
reflexive pronouns	ourselves, herself
interrogative pronouns	what, who, where

Function words

prepositions	of, from, at
conjunctions	and, but, or
determiners	a, the, some
personal pronouns	he, she, they
possessive adjectives	my, her, their
auxiliary verbs	have + [past participle] be + [present participle]

Be careful! When an auxiliary verb is negative or used in short answers, it is generally stressed.

I **CAN'T GO**. He **WON'T LIKE** it.
No, they **DON'T**. Yes, I **HAVE**.

Stress in compound nouns

Many compound nouns are made up of two nouns, with the first one modifying the second one. In these compounds, stress usually falls on the first noun. However when a noun is modified by an adjective, stress is equal on both words.

noun + noun		adjective + noun
I drink **APPLE** juice.	BUT	I like **RED APPLES**.
She's a **PEOPLE** person.	BUT	She's a **NICE PERSON**.
It's an **APARTMENT** building.	BUT	It's a **TALL BUILDING**.
They're **EXERCISE** machines.	BUT	They're **NEW MACHINES**.

A Listen and practice.

1 My **BOSS** is a **PAIN** in the **NECK**.
2 He's **REALLY** a **TERRIFIC BOSS**.
3 **MARK** is **such** a **SMART GUY**.
4 I'm **SURE** she'll be a **GREAT MANAGER**.

B Circle the content words.

1 (Learn) to (live) in the (present).
2 He (reminded) me to (call) my (mother).
3 He (asked) me to (work) (faster).
4 I (prefer) to (stick) (closer) to (home).

Now practice reading each sentence aloud and listen to compare.*

C Listen and practice.

1 I drink **APPLE** juice. I like **RED APPLES**.
2 She's a **PEOPLE** person. She's a **NICE PERSON**.
3 It's an **APARTMENT** building. It's a **TALL BUILDING**.
4 They're **EXERCISE** machines. They're **NEW MACHINES**.

D Practice reading each compound noun aloud and then listen to check.*

1 global warming
2 tennis courts
3 a reliable person
4 a telephone directory
5 office managers
6 the bullet train

***Note:** Whenever you see a listening activity with an asterisk (*), say each word, phrase, or sentence in the pause after you hear each item number. Then listen for confirmation.

UNIT 2

Intonation patterns

In statements, commands, and information questions, pitch should be lowered after the stressed syllable in the last stressed word. If the last syllable in the sentence is stressed, lower the pitch on the vowel by lengthening it.

I haven't been going to many concerts lately.

Don't forget to watch them on YouTube tonight.

How long have you been listening to that song?

She's been practicing for several months.

Raise pitch after the stressed syllable in the last stressed word in yes / no questions and requests. If the last syllable in the sentence is stressed, raise pitch on the vowel by lengthening it.

Have you been listening to Christina Perri lately?

Could you pick up the tickets for me?

Do you think she has a nice voice?

Has he been checking online?

A **Listen and practice.**

1 I haven't been going to many concerts lately.
2 Don't forget to watch them on YouTube tonight.
3 How long have you been listening to that song?
4 She's been practicing for several months.
5 Have you been listening to Christina Perri lately?
6 Could you pick up the tickets for me?
7 Do you think she has a nice voice?
8 Has he been checking online?

B **Circle the last stressed content word in each of the following sentences. If that word has more than one syllable, underline the stressed syllable.**

1 That song has a great beat you can dance to.
2 Her catchy lyrics make you want to sing along.
3 Didn't you like that song's melody?
4 What time do you think the concert will be finished?
5 How long has she been dancing to that song?

Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to check.*

UNIT 2 Intonation patterns

Suggested time: 15 minutes | Your time:

- Tell Ss that intonation patterns are important because they affect meaning.
- Explain that *pitch* refers to how high or how low a sound is.
- Read the first rule and have Ss study the examples. You may want to model the examples for Ss.
- Point out that the last stressed word is usually the last content word in a sentence.
- To clarify, point out that a rising line indicates rising intonation. A falling line indicates falling intonation. The arrows indicate the lengthening of the vowel when the last syllable is stressed.
- Have Ss identify the last stressed word in each example under the first rule. (concerts, YouTube, song, months) Then ask, *In which examples is the last syllable stressed?* (in the third and fourth: *song* and *months*) Point out that in these sentences, the vowels in *song* and *months* are lengthened to lower pitch.
- Summarize by writing on the board:

  statements, *commands*, *information questions* } *pitch falls after last stressed syllable*

- Read the second rule and have Ss study the examples. You may want to model the examples for Ss.
- Have Ss identify the last stressed word in each example. (Perri, tickets, voice, online) Then ask, *In which words is the final vowel lengthened?* (voice, online)
- Summarize on the board:

  yes / no questions, *requests* } *pitch rises after last stressed syllable*

OPTION (+15–20 minutes) Write these sentences on the board in one column:
1. I like the Beatles.
2. Change the channel.
3. Is he a good singer?
4. What's on TV?
5. Can you play it louder?
Write these words and phrases in a column next to the first column:
command
yes / no question
request
statement
information question
Have Ss match the examples on the left with the types of sentences on the right. Then have them decide the intonation pattern for each. Review as a class. (1. statement: falling intonation; 2. command: falling intonation; 3. *yes / no* question: rising intonation; 4. information question: falling intonation; 5. request: rising intonation)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B Circle the last stressed content word . . .

Suggested time: 5 minutes | Your time:

- Have Ss circle the words and underline the syllable where applicable. You may want to have Ss compare their choices with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- In pairs, have Ss practice reading each sentence aloud.
- Have Ss listen to check that their intonation is correct.

EXTENSION (+10 minutes) Have Ss read and listen to the Zoom-In conversation on page 12 to identify *yes / no* questions and information questions. Then have pairs practice the conversation using the intonation patterns they learned.

UNIT 3 Sentence rhythm: thought groups

Suggested time: 15 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples.
- To help convey meaning, point out that the speaker says the words in each thought group together and pauses slightly between thought groups, which are marked by slashes (/).
- Have Ss study the list under **Examples of thought groups**. As a class, brainstorm additional examples for each thought group. (For example: subject + verb: *she will be going*; noun phrases: *his spending habits*; prepositional phrases: *at the end of this year*; predicates: *are gradually getting out of debt*; noun clauses: *where I parked my car*; adjective clauses: *that they bought last week*; adverbial clauses: *when I've paid off my credit cards*)
- Write on the board: *She's planning to go on vacation to Mexico as soon as she graduates.* To check comprehension, have Ss divide the sentence into thought groups. To review as a class, identify the variations of possible thought groups on the board. (For example: She's planning / to go on vacation / to Mexico / as soon as she graduates.)

Pitch in longer sentences

- Review that *pitch* refers to how high or low a sound is.
- Read the rule. Ask a volunteer to read the examples. Remind Ss that a falling line indicates falling intonation, and a rising line indicates rising intonation.
- To clarify, tell Ss that in longer sentences, pitch can either rise or fall after the last stressed syllable to signal the end of a thought group.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B Read the following sentences . . .

Suggested time: 10 minutes | Your time:

- Have Ss break the sentences into thought groups and then compare their choices with a partner. Review as a class.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen to compare. Point out that Ss' choices may vary. The recorded sentences are only one example of what is correct.
- Have Ss listen to check that their intonation is correct.

EXTENSION (+10 minutes) In pairs, have Ss break down additional sentences into thought groups. Write the following sentences on the board. Note that the answers are suggested answers.

1. *I don't plan to be financially dependent for the rest of my life.* (I don't plan to be / financially dependent / for the rest of my life.)
2. *By this time next year, I plan to have saved up enough cash to buy a new car.* (By this time next year, / I plan to have saved up / enough cash / to buy a new car.)

Review the variations of possible thought groups as a class. Individually, have Ss replace one or more thought groups in each sentence with their own ideas to create true sentences about themselves. (For example: By this time next year, I plan to have saved up enough cash to travel abroad.) Then have Ss share their sentences with a partner. To finish, call on volunteers to share a sentence with the class.

UNIT 3

Sentence rhythm: thought groups

Longer sentences are usually divided by rhythm into smaller "thought groups"—groups of words that naturally or logically go together. Exactly how statements may be divided into thought groups will vary among speakers.

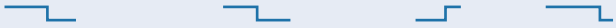
My short-term goal / is to start living / within my means.
NOT ~~My short-term / goal is to / start living within my / means.~~
I don't plan / to be financially dependent / for the rest of my life.
By next year, / I hope to have gotten / a good job / as a financial consultant.

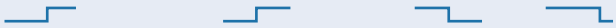
Examples of thought groups

subject + verb	I don't know
noun phrases	my short-term goal
prepositional phrases	by the end of the month
predicates	is drowning in debt
noun clauses	where the money goes
adjective clauses	that I paid off last year
adverbial clauses	when I've finished my report

Pitch in longer sentences

In longer sentences, pitch may fall—or rise—after the last stressed syllable in each thought group, with no change in meaning.


Once he tries keeping / a realistic budget, / he'll find it easy / to save money. **OR**


Once he tries keeping / a realistic budget, / he'll find it easy / to save money.

A **Listen and practice.**

1 My short-term goal is to start living within my means.
2 I don't plan to be financially dependent for the rest of my life.
3 By next year, I hope to have gotten a good job as a financial consultant.
4 **a** Once he tries keeping a realistic budget, he'll find it easy to save money.
4 **b** Once he tries keeping a realistic budget, he'll find it easy to save money.

B **Read the following sentences. Decide how you might break each sentence into thought groups.** *See below for answers.*

1 By the end of this month, I hope to have finished paying off my student loans.
2 In two months, when we've finally paid off our house, we're going to have a big party to celebrate.
3 To be perfectly honest, I couldn't tell you where the money goes.
4 By next year, I will have completed my studies, but I don't think I will have gotten married.

Now practice reading each sentence aloud, paying attention to pitch. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)

1. By the end of this month, / I hope to have finished / paying off / my student loans.
2. In two months, / when we're finally paid off our house, / we're going to have / a big party to celebrate.
3. To be perfectly honest, / I couldn't tell you / where the money goes.
4. By next year, / I will have completed my studies, / but I don't think / I will have gotten married.

UNIT 4

Linking sounds

Linking with vowels

When the final consonant sound of a word is followed by a vowel sound, link the sounds together.

It's in style now.
She bought him an elegant tie.
I've already bought a new suit.

Linking identical consonants

When the final consonant sound of a word is followed by the same sound, link the sounds together as one sound.

The blouse is striped.
They preferred dark suits.
What an attractive vest!

A Listen and practice.

1 It's in style now.
2 She bought him an elegant tie.
3 I've already bought a new suit.
4 The blouse is striped.
5 They preferred dark suits.
6 What an attractive vest!

B Underline all the places where you think the sounds should be linked.

1 She wants Susan to dress up next time.
2 It's fashionable and elegant.
3 It's out of style.
4 I wish she preferred dressing down.
5 That blouse isn't trendy enough for my taste.
6 I think Kyle has stylish taste.

Now practice reading each sentence aloud and listen to check.*

UNIT 5

Unstressed syllables: vowel reduction to /ə/

In conversation, the vowels in unstressed syllables are often reduced to the sound /ə/. The vowel sound /ə/ occurs more often in English than any other vowel sound and contributes to maintaining the rhythm of English.

· — · ·			· · — · ·		
ac cept a ble	→	/ək'sɛptəbəl/	ir re spon si ble	→	/ˌɪrə'spɑnsəbəl/
· — · ·			· —		
con sid er ate	→	/kən'sɪdərət/	po lite	→	/pə'laɪt/
· · — · ·			· — ·		
dis o be di ent	→	/ˌdɪsə'bidiənt/	re spect ful	→	/rə'spɛktfəl/
· · — · ·			· — · ·		
in ex cus a ble	→	/ˌɪnək'skyuzəbəl/	ri dic u lous	→	/rɪ'dɪkyələs/

A Listen and practice.

1 acceptable
2 considerate
3 disobedient
4 inexcusable
5 irresponsible
6 polite
7 respectful
8 ridiculous

B Listen to each word and circle the unstressed syllables that have the sound /ə/.

1 un ac cept a ble
2 in con si de rate
3 im po lite
4 un pleas ant
5 ir ra tion al
6 im ma ture
7 un i mag i na ble
8 dis re spect ful
9 in ap pro pri ate

Now practice reading each word aloud and listen again to check.*

UNIT 4 Linking sounds

Suggested time: 15 minutes | Your time:

Linking with vowels

- Read the rule and examples.
- Point out that a final consonant sound and an initial vowel sound are needed.
- Emphasize that sound (not spelling) is what counts. To help clarify, write two examples on the board:
  Leave it here. *In an hour.*
  Point out the final consonant sound in *leave* (which is spelled with a final *-e*) and the initial vowel sound in *hour* (which is spelled with an initial *h-*).

Linking identical consonants

- Read the rule and examples.
- Once again, point out that sound (not spelling) is what counts. To help clarify, write an example on the board:
  Write to me.
  Point out the final consonant sound in *write* (which is spelled with a final *-e*).

LANGUAGE NOTE Note that some similar sounds also link. For example, in Exercise B below, item 6 reads: *I think Kyle has stylish taste.* The final /z/ sound in *has* links with the initial /s/ sound in *stylish*. Other examples of similar sounds that link include /t/ and /tʃ/ as in *that church*, /d/ and /dʒ/ as in *old judge*, and /s/ and /ʃ/ as in *this shirt*. Note, however, that the linking occurs only when the sounds occur in a particular order. For example, a final /s/ sound links with an initial /ʃ/ sound, as in *this shirt*, but a final /ʃ/ sound does not link with an initial /s/ sound, as in *fresh soup*.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B Underline all the places . . .

Suggested time: 10 minutes | Your time:

- Have Ss mark the linking sounds. Remind Ss that sound (not spelling) is important.

Now practice . . .

Suggested time: 5 minutes | Your time:

- In pairs, Ss read the sentences aloud. Have Ss listen to confirm their answers or make corrections.

UNIT 5 Unstressed syllables: vowel reduction to /ə/

Suggested time: 10 minutes | Your time:

- Explain that symbols are used to represent sounds across languages.
- Write /ə/ on the board. Explain that this is a pronunciation symbol for the sound *uh*.
- Read the rule. Ask volunteers to read the examples. Point out that the dots indicate unstressed syllables and the lines indicate stressed syllables. The phonetic spellings are given after each word. Explain that when a vowel is reduced, it is made weaker and shorter.
- To help clarify, point out the following:
  1. English has stressed and unstressed syllables.
  2. Stressed syllables are longer than unstressed syllables.
  3. The vowel in a stressed syllable is never reduced.
- Write on the board: *1. about 2. grateful 3. edible 4. literate.* To check comprehension, ask Ss to identify the unstressed syllable in each word. Review as a class. (1. ·a·bout, 2. ·gra·te·ful, 3. ·e·di·ble, 4. ·li·te·rate)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the words.
- Have Ss listen again and repeat.

B Listen to each word . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and circle the syllables.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read each word aloud and listen for confirmation.
- Then have Ss compare answers with a partner and review as a class.

OPTION (+15 minutes) In pairs, have Ss identify vowels reduced to the sound /ə/ in these words: *courteous, helpful*. Then have them look up the words in a dictionary to compare. (The last syllable in each word is reduced.) Have Ss practice saying the words.

UNIT 6 Sound reduction

Suggested time: 15 minutes | Your time:

- Read the first three rules for the reduction of /u/, /æ/, and /ɑr/ and /ɔr/. Ask higher-level Ss to read the examples.
- Review the pronunciation of /ə/: *uh*.
- Emphasize that reduction often occurs in function words. Remind Ss that function words are generally unstressed.
- To illustrate further, write on the board: *Give two to Sandra. I bought four for Sarah.*

  Point to the first example and ask, *What is the function word?* (to) Point to *two* and ask, *Is* two *a function word or a content word?* (content word) Point to the second example and ask, *What is the function word?* (for) Point to *four* and ask, *Is* four *a function word or a content word?* (content word) Label the examples on the board as Ss answer. Say, Two *and* four *are content words, so they are not reduced in spoken English.* To *and* for *are function words, so they are reduced.*
- Draw Ss' attention to the first **Be careful!** note. Point out that function words at the end of sentences are stressed, so they are not reduced.
- Read the fourth rule about the reduction of *and*. Ask a volunteer to read the examples.
- Emphasize that the weaker form of *and* is used when it occurs between two items in a series.
- Read the second **Be careful!** note. Call on a few Ss to give their own examples. (For example: [Stan] is buying a lizard, and [Shelly] is buying a snake.)
- Have Ss study the last rule and the examples for the reduction of /h/.
- Write on the board: *What if he's happier now?* To check comprehension, have Ss identify the word in which the /h/ sound is dropped. (he's)

LANGUAGE NOTE The phonetic transcription of the words presented may differ from what appears in the dictionary. In cases where they differ, the reduced sound /ə/ shown here occurs in conversation.

OPTION (+15–20 minutes) Copy and distribute the following sentences, or write them on the board:
1. She's pretty and smart.
2. She's pretty. And she's so smart!
3. Take this to the dry cleaner's.
4. Who's she waving to?
5. Who are you waiting for?
6. I'm waiting for Brian.
To check comprehension, in pairs, have Ss decide in which examples the underlined words are reduced. (1, 3, 6) Review as a class.

A Listen and practice.

Suggested time: 10 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B In the following sentences . . .

Suggested time: 10 minutes | Your time:

- Have Ss circle the words individually. Offer help as needed.
- In pairs, have Ss compare answers.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read each sentence aloud and listen for confirmation.

UNIT 6

Sound reduction

In everyday speech, sounds in unstressed words are often "reduced"; that is, vowels change to /ə/ or /ɚ/ or consonants are dropped.

The /u/ sound in the function word to is often reduced to /ə/.
I'll be going **to** the airport after dinner. /tə/
It's ten **to** two. /tə/

The /æ/ sound in many one-syllable function words is often reduced to /ə/.
Look **at** that. /ət/
I saw **an** eagle. /ən/
That's more **than** I need. /ðən/

The /ɑr/ and /ɔr/ sounds in function words are often reduced to /ɚ/.
Pets **are** no trouble. /ɚ/
Is it black **or** white? /ɚ/
Where's **your** parrot? /yɚ/
He's been gone **for** days. /fɚ/

The function word and is often reduced to /ən/ when it occurs between two subjects, objects, modifiers, verbs, or phrases.
They have long arms **and** legs. /ən/
She laughed **and** cried when she heard the news. /ən/
We stayed out late **and** went dancing. /ən/

The initial /h/ sound is usually dropped in function words.
What does he mean? /dʌzi/
It's in his bag. /ɪnɪz/

Be careful! Function words that occur at the end of a sentence are never reduced.
Who's she talking **to**? /tu/
What a beautiful bird you **are**! /ɑr/
What are you looking **at**? /æt/
What are you waiting **for**? /fɔr/

Be careful! The vowel sound /æ/ in and is generally not reduced when it occurs at the beginning of a clause, but the consonant sound /d/ may still be dropped.
He wore a black suit, **and** she wore a green dress. /æn/

A **Listen and practice.**

1 I'll be going to the airport after dinner.
2 It's ten to two.
3 Look at that.
4 I saw an eagle.
5 That's more than I need.
6 Pets are no trouble.
7 Is it black or white?
8 Where's your parrot?
9 He's been gone for days.
10 They have long arms and legs.
11 She laughed and cried when she heard the news.
12 We stayed out late and went dancing.
13 He wore a black suit, and she wore a green dress.
14 What does he mean?
15 It's in his bag.

B **In the following sentences, circle the words you think will be reduced.**

1 Alternatives can be found for medical research on animals.
2 A lot can be done to make conditions better on factory farms.
3 Some animals are raised to be used for medical research.
4 Do we have to ban hunting and bullfighting?

Now practice reading each sentence aloud and listen to check.*

UNIT 7

Vowel sounds /i/ and /ɪ/

The sound /i/ is longer and is formed by tensing the tongue.
The sound /ɪ/ is shorter and formed with the tongue relaxed.

/i/	/ɪ/
leave	live
team	Tim
feel	fill
steal	still
feet	fit

The vowel sound /ɪ/ also appears frequently in unstressed syllables.

— · — · — · — ·
pla ces mar ket mi nute wo men

The vowel sounds /i/ and /ɪ/ are represented in spelling in a number of ways.

/i/	/ɪ/
steal	blimp
steep	syllable
people	busy
handy	building
believe	women
receive	pretty
boutique	been
key	give

A Listen and practice.

1	leave	live	4	steal	still
2	team	Tim	5	feet	fit
3	feel	fill			

B Listen and practice.

1 places
2 market
3 minute
4 women

C Listen to each pair of words. Circle if they are the same or different.

1	(same)	different	5	same	(different)
2	same	(different)	6	same	(different)
3	(same)	different	7	(same)	different
4	same	(different)	8	(same)	different

D Listen and check which sound you hear in the stressed syllable.

	/i/	/ɪ/		/i/	/ɪ/
1	☑	☐	8	☑	☐
2	☐	☑	9	☐	☑
3	☐	☑	10	☑	☐
4	☐	☑	11	☐	☑
5	☑	☐	12	☐	☑
6	☑	☐	13	☑	☐
7	☐	☑	14	☐	☑

Now listen again and practice.

UNIT 7 Vowel sounds /i/ and /ɪ/

Suggested time: 5 minutes | Your time:

- Point out that producing the correct sound is important because it affects meaning. This is particularly important in words like *sheep* and *ship* where the only difference between the words is the vowel sound.
- Write on the board:
  /i/ → *tense and long (sheep)*
  /ɪ/ → *relaxed and short (ship)*
- Read the first rule. Ask volunteers to read the examples.
- Write on the board: *1. slip 2. sleep 3. heat 4. hit 5. seat 6. sit*. To check comprehension, say the words on the board in random order, and have Ss say the number of the word they hear.
- Have Ss study the note on the right about the different possible spellings for each sound.
- In pairs, have Ss think of another example for some of the spellings of /i/ and /ɪ/ and then share them with the class. Point out that Ss may want to look through their books for examples. (For example: /i/: scr<u>ea</u>m, sl<u>ee</u>p, fanc<u>y</u>, reli<u>e</u>ve, dec<u>ei</u>ve, un<u>i</u>que, monk<u>ey</u>; /ɪ/: fl<u>i</u>p, bic<u>y</u>cle, b<u>u</u>sin<u>e</u>ss, l<u>i</u>ve)
- Read the second rule. Ask a volunteer to read the examples.
- Remind Ss that the Unit 5 pronunciation lesson covered another vowel sound often used in unstressed syllables, /ə/.
- Write on the board: *magic, dolphin, united*. To check comprehension, have Ss identify the /ɪ/ sound in the unstressed syllables. (mag<u>i</u>c, dolph<u>i</u>n, unit<u>e</u>d) Review as a class.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat.

B Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat.

C Listen to each pair of words . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and circle the answers.
- Then have Ss listen again to confirm or correct their choices.

D Listen and check . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and complete the exercise.
- Then have Ss compare answers with a partner and listen again to confirm or correct their answers.

Now listen again . . .

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs. Have them listen again and practice saying the words.

UNIT 8 Stress placement: prefixes and suffixes

Suggested time: 5 minutes | Your time:

- Write on the board:
  understand, misunderstand, misunderstanding
  Point out how the three words are stressed on the same syllable.
- Read the first rule. Ask a volunteer to read the examples.
- Write on the board:
  technology, technological
  Point out that adding the suffix *-ical* changes the stress to a different syllable.
- Read the second rule. Ask a volunteer to read the examples.
- To check comprehension, write on the board:
  1. library / librarian
  2. communicate / communication
  3. mobile / mobility
  4. tolerate / tolerance
  In pairs, have Ss decide which syllable is stressed in each word and whether the stress changes when the suffixes are added. Add the stress symbol to the words on the board:
  1. library / librarian
  2. communicate / communication
  3. mobile / mobility
  4. tolerate / tolerance
  Ask, *In which pairs of words does the stress change?* (1, 2, and 3) *Why?* (because the suffixes *-ian*, *-ion,* and *-ity* were added)
- Read the last rule. Ask volunteers to read the examples.
- To check comprehension, have various Ss read aloud the words in the list of **Other words in this category**, first as nouns and then as verbs. Make sure Ss use the correct stress.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the words.
- Have Ss listen again and repeat.

B Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the words.
- Have Ss listen again and repeat.

UNIT 8

Stress placement: prefixes and suffixes

Stress placement does not change when most prefixes and suffixes are added to a word.

· — ·	· · — ·	· — ·	· — · ·
important	unimportant	importance	importantly
· — · ·	· — · · ·	· · — · ·	· — · · ·
obedient	obedience	disobedience	obediently
— ·	· — ·	— · ·	— · ·
happy	unhappy	happiness	happily

However, adding the suffixes -ion, -ic, -ity, -ical, and -ian generally shifts stress to the syllable before the suffix.

— · ·	→	· · — ·
educate		education
— · ·	→	· · — ·
photograph		photographic
· — ··	→	· · · — ··
dependable		dependability
— · ·	→	· — · ·
politics		political
— ·	→	· — ·
music		musician

Some nouns and verbs have the same spelling. When the word is a noun, the stress is on the first syllable. When the word is a verb, the stress is on the second syllable.

nouns	verbs
— ·	· —
rebel	rebel
— ·	· —
protest	protest
— ·	· —
present	present
— ·	· —
object	object
— ·	· —
progress	progress

Other words in this category

conduct	permit
conflict	record
contrast	survey
convert	suspect

A Listen and practice.

1	important	unimportant	importance	importantly
2	obedient	obedience	disobedience	obediently
3	happy	unhappy	happiness	happily

B Listen and practice.

1	educate	education
2	photograph	photographic
3	dependable	dependability
4	politics	political
5	music	musician

C **Look at the stressed syllable of each word in Column A. According to the rules given in the chart on page 137, mark the stressed syllable of each word in Column B.**

	A	B
1	fa mil iar	fa mil iar i ty
2	e mo tion al	e mo tion al ly
3	reg u late	reg u la tion
4	ap pre cia tive	ap pre cia tive ly
5	sym pa thy	sym pa thet ic
6	hy poth e size	hy po thet i cal
7	beau ty	beau ti fy
8	his to ry	his tor i cal
9	ma te ri al ist	ma te ri al is tic
10	pol i tics	pol i ti cian

Now practice reading each word aloud and listen to check.*

D **Listen and practice.**

	Nouns	Verbs		Nouns	Verbs
1	rebel	rebel	8	contrast	contrast
2	protest	protest	9	convert	convert
3	present	present	10	permit	permit
4	object	object	11	record	record
5	progress	progress	12	survey	survey
6	conduct	conduct	13	suspect	suspect
7	conflict	conflict			

E **Circle the syllable you think will be stressed in each blue word.**

1 A summer fishing **permit** **permits** you to fish all you want.
2 The **protest** was organized to **protest** government spending.
3 All the employees were **surveyed**, so the results of the **survey** would be useful.
4 The **contrast** between them now is not great compared to how much they **contrast** at other times of the year.
5 We strongly **object** to the decision to sell art **objects** outside the museum.

Now practice reading each sentence aloud, paying attention to words that are both nouns and verbs. Listen to check.*

C Look at the stressed syllable . . .

Suggested time: 5 minutes | Your time:

- Have Ss mark the stressed syllables of the words in Column B. Then have Ss compare choices with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss practice reading each word aloud.
- Have Ss listen and confirm answers or make corrections.
- You may want to have Ss listen again and repeat.

D Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the pairs of words.
- Have Ss listen again and repeat.

E Circle the syllable . . .

Suggested time: 5 minutes | Your time:

- Have Ss first decide if each blue word is a noun or a verb. Then have them circle the syllable they think will be stressed in each word. Have them compare their choices with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read each sentence aloud and listen for confirmation.

OPTION (+5 minutes) Have Ss circle the stressed syllables in the words in Exercise D on page 84. Then have them listen to the Exercise D audio to check their answers.

UNIT 9 Reduction and linking in perfect modals in the passive voice

Suggested time: 5 minutes | Your time:

- Read the first two rules. Ask volunteers to read the examples.
- To clarify, summarize on the board:
  Perfect modals in the passive voice
  affirmative: MODAL + have been + MAIN VERB
  linked
- Read the last rule. Ask a volunteer to read the examples.
- To clarify, add to the summary on the board:
  negative: MODAL + not + have been + MAIN VERB
  linked

EXTENSION (+5 minutes) Have Ss read the sentences with perfect modals in the passive voice from Exercise A on page 94 in the Student's Book. Make sure Ss use the proper intonation and link words correctly.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B Underline . . .

Suggested time: 5 minutes | Your time:

- Have Ss underline the words that are linked and compare their choices with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read the sentences aloud and listen for confirmation.

CHALLENGE (+15–20 minutes) Individually, have Ss underline the words that are stressed and indicate the words that are linked in the examples from the grammar chart in Exercise C on page 94. Have Ss confirm or correct with a partner. In pairs, have Ss take turns reading the examples aloud. Encourage partners to correct each other when necessary.

UNIT 9

Reduction and linking in perfect modals in the passive voice

In perfect modals in the passive voice, the modal and the auxiliary verbs have been are said together as one unit. Note that stress falls on the modal and the main verb. In everyday speech, the /h/ sound in the auxilliary have is dropped and /æ/ is reduced to /ə/.

/'kʊdəvbɪn/
They **COULD have been KILLED**.

/'maitəvbɪn/
They **MIGHT have been LOST**.

/'mʌstəvbɪn/
They **MUST have been MOVED**.

/'meiyəvbɪn/
They **MAY have been disCOVered**.

With had to, stress had and the main verb. Say had to and have been as one unit.

/'hætuəvbɪn/
They **HAD to have been STOlen**.

In negative perfect modals, stress falls on the modal, the word not, and the main verb. In everyday speech, not and the auxiliary verbs have been are generally said as one unit.

/'natəvbɪn/
They **MIGHT NOT have been LOST**.
They **MUST NOT have been MOVED**.

A Listen and practice.

1. They could have been killed.
2. They might have been lost.
3. They must have been moved.
4. They may have been discovered.
5. They had to have been stolen.
6. They might not have been lost.
7. They must not have been moved.

B Underline where you think the words should be linked and which sounds should be reduced.

1. The damage may have been caused by a storm.
2. The building could have been destroyed by a fire.
3. The gold figures couldn't have been stolen.
4. The stone statues must have been moved using animals.
5. The drawings must not have been discovered until later.
6. The islands had to have been inhabited by Polynesians.
7. The secrets of Rapa Nui might not have been lost.

*The reduced sounds are in **bold**.*
*1. may **have** been*
*2. could **have** been*
*3. couldn't **have** been*
*4. must **have** been*
*5. not **have** been*
*6. had to **have** been*
*7. not **have** been*

Now practice reading each sentence aloud, paying attention to reductions. Listen to check.*

UNIT 10

Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/

The sound /eɪ/ is longer and is formed by tensing the tongue with the lips spread. The sounds /ɛ/, /æ/, and /ʌ/ are shorter and are formed with the tongue relaxed. Say /eɪ/ and /ɛ/ with the lips spread wide. Say /æ/ with the lips spread slightly and the mouth slightly open. Say /ʌ/ with the tongue and jaw completely relaxed.

/eɪ/	/ɛ/	/æ/	/ʌ/
pain	pen	back	pun
lane	den	map	done
mate	met	black	mutt
bait	bet	bat	but

Mouth positions for vowels

• tongue tensed (long)	/eɪ/
• tongue relaxed (short)	/ɛ/, /æ/, /ʌ/
• lips spread	/eɪ/, /ɛ/, /æ/
• jaw relaxed	/ʌ/

The vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/ may also be represented by these spellings.

/eɪ/	/ɛ/	/æ/	/ʌ/
pay	rest	snacks	up
weigh	sweat	have	some
shape	says	laugh	touch
wait	said	half	does
taking	friend	guarantee	blood
great	guess	relax	what

A Listen and practice.

1	pain	pen	back	pun
2	lane	den	map	done
3	mate	met	black	mutt
4	bait	bet	bat	but

B Listen to each word and place it in the correct column.

age any just catch debt love edge face flat great health
jump chat some faint enough chance text nothing trait way

/eɪ/	/ɛ/	/æ/	/ʌ/
age *face* *great* *faint* *trait* *way*	*any* *debt* *edge* *health* *text*	*catch* *flat* *chat* *chance*	*just* *love* *jump* *some* *enough* *nothing*

Now practice reading each word aloud and listen again to check.*

C Listen to each sentence and circle the word you hear.

1 Could you hand me that (bat / bait)?
2 I think the (tax / tux) is included.
3 What is that (cap / cup) made of?
4 Do you need a (pet / pat)?
5 He's a perfect (mutt / mate).
6 My (date / debt) is causing me trouble.
7 Could you take that (bug / bag) off the counter?
8 Please put a bandage on the (cut / cat).

Now practice reading the sentences both ways.

UNIT 10 Vowel sounds /eɪ/, /ɛ/, /æ/ and /ʌ/

Suggested time: 10 minutes | Your time:

- Have Ss study the rule for each sound, the examples, and the information under **Mouth positions for vowels**.
- Point out the note about the different possible spellings.
- Draw this chart on the board (without the answers):

Mouth position	*Vowel sound*	*Examples*
tongue tensed, lips spread	*/eɪ/*	*rain, date*
tongue relaxed, lips spread slightly, mouth open slightly	*/æ/*	*math, cat*
tongue relaxed, lips spread wide	*/ɛ/*	*wet, send*
tongue and jaw relaxed	*/ʌ/*	*lump, cut*

  To check comprehension, elicit the correct sounds for the second column. Review as a class.
- Write these words on the board: *lump, rain, wet, date, cut, math, send, cat.* To check comprehension, have Ss write the words in the correct place in the third column. Review as a class.

OPTION (+15–20 minutes) Have Ss copy the chart and add their own examples. You may want to encourage Ss to add two examples for each vowel sound. Then ask volunteers to share their examples with the class. (For example: /eɪ/: stain, face; /æ/: ran, last; /ɛ/: best, lend; /ʌ/: stuck, come)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss study the words.
- Have Ss listen and repeat.

B Listen to each word . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and write the words in each column.
- Then have Ss compare with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read each word aloud and then listen again to confirm their answers or make corrections.
- You may want to have Ss practice reading the words aloud in pairs.

C Listen to each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and circle the words they hear.
- Review the answers as a class. Alternatively, have Ss listen again to confirm their answers or make corrections.
- Then have Ss read each sentence twice, using the two alternative words. Offer help as needed. If necessary, remind Ss how to produce each sound correctly.

WRITING HANDBOOK (Optional)

Note about the Writing Handbook
These teaching notes and suggested teaching times are provided if you choose to use the Writing Handbook in class.

UNIT 1 Paragraph structure: review

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Write on the board: *topic sentence + supporting sentences + concluding sentence = ?* Ask, *What is the answer?* (a paragraph) Replace *?* with *a paragraph.* Have Ss read the rules.
- Look at the Writing Model as a class. Call on a volunteer to read it aloud. Then ask, *What is the topic sentence? The concluding sentence? What are the supporting sentences?*
- To check comprehension, ask, *What does the topic sentence introduce?* (the topic and focus of the paragraph) *What are the supporting sentences?* (details, examples, and facts) *Does the author of the paragraph give a personal example?* (yes, about his or her father) *How does the information about the father support the topic sentence?* (It shows how workaholics lead unbalanced lives.) Finally, ask, *Does the concluding statement restate the topic sentence or summarize the paragraph?* (It summarizes the paragraph.)

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss work in pairs. Give them time to read the statements. Say, *Try to identify the concluding sentence.* Hint: In one of the items there is a phrase that suggests the statement is a summary (*To sum up* in item 5). Then have Ss find the topic sentence and supporting sentences. Let Ss check answers with a partner.
- Spot-check that Ss identified the supporting sentences correctly. Then tell pairs to try to put the supporting sentences in the proper order so that they flow logically in the paragraph.
- Have Ss write the paragraph in order on a separate sheet of paper.
- Bring the class together to confirm the correct order.
- Point out that the topic and concluding sentences mirror each other. The former states, *Very intelligent people . . . are sometimes lazy people.* The latter states, *. . . sometimes intelligent people use their intelligence to get out of doing work.*

C PRACTICE

Suggested time: 10 minutes | Your time:

- Before reading the paragraphs, write *etiquette* on the board and elicit what this is. (good manners or the rules for polite behavior) Elicit an example of etiquette, such as shaking hands when meeting someone.
- Invite a volunteer to read the first paragraph. Then have Ss identify the topic sentence and the concluding sentence.
- Ask, *What is the author stating in the topic sentence?* (that etiquette varies geographically, but its basis is being kind and making people feel comfortable) *What point is the author making in the concluding sentence of the first paragraph?* (Etiquette is also about what we don't say to other people, in order to be kind.)
- Invite a volunteer to read the second paragraph. Then have Ss identify the topic sentence and the concluding sentence. Follow the same approach as with the first paragraph, asking Ss to paraphrase the meaning of the sentences.

D UNIT 1 WRITING TASK

Suggested time: 15 minutes | Your time:

- Have Ss reread the paragraph about nonverbal communication in Exercise C. Tell them it will serve as a model to help them write two paragraphs about nonverbal communication in their country.
- Refer Ss back to the ideas they gathered for Exercises A and B on page 11.
- Instruct Ss to write down their country and choose whether their article is aimed at tourists, businesspeople, or students.
- Once Ss have taken notes, tell them to decide what statement they want to make about nonverbal communication and then to write the topic sentence of their first paragraph. Remind Ss that a topic sentence introduces, states, or summarizes the topic of a paragraph. Write an example on the board: *If you are a foreign student in the United States, you'll want to understand the rules of nonverbal communication in order to communicate better with other students.*
- Assist as Ss write their topic sentences.
- Then have them write supporting sentences, using ideas from their notes.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over the paragraphs they wrote. Then have pairs exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

Answer for Exercise B
Very intelligent people, or "brains," are sometimes lazy people. Since they're very intelligent, some figure out how to do less work. I had a friend who was a member of Mensa, an organization for people who are really smart. She took a night-shift job so she didn't have to do much work. She could read novels most of the night and still get a paycheck. To sum up, sometimes intelligent people use their intelligence to get out of doing work.

WRITING HANDBOOK (Optional)

For each unit in the *Connectivity* Student's Book, this Writing Handbook provides a succinct lesson focused on one key principle of good writing in English. In addition to the presentation of each principle, the Handbook includes clear examples and models. To ensure students put each principle into practice, the Handbook provides a Unit Writing Task and a Self-Check for students to evaluate their progress.

UNIT 1 Paragraph structure: review

A WRITING SKILL | Study the rules.

A paragraph consists of sentences about one topic. The most important sentence in a paragraph is the **topic sentence**. It is often (though not always) the first sentence, and it introduces, states, or summarizes the topic of a paragraph. For example: Workaholics lead unbalanced lives.

In formal or academic writing, all the **supporting sentences** that follow, surround, or precede a topic sentence—details, examples, and other facts—must be related to the topic presented in the topic sentence.

If the last sentence of a paragraph isn't its topic sentence, and especially if the paragraph is a long one, writers sometimes end it with a **concluding sentence** that restates the topic sentence or summarizes the paragraph. Concluding sentences commonly use phrases such as In conclusion or In summary.

WRITING MODEL

Workaholics lead unbalanced lives. They spend all their energy on work. They rarely take time to relax and let their minds rest. I know, because my father was a workaholic, and he worked every day of the week. We hardly ever saw him. Even when he was not at work, we knew he was thinking about work. He seemed never to think about anything else. **In summary, not knowing how to escape from work makes it difficult for workaholics to find balance in their lives.**

B PRACTICE | The sentences below form a paragraph, but they are out of order. Write T next to the topic sentence, S next to each of the four supporting sentences, and C next to the concluding sentence. Then, on a separate sheet of paper, put the sentences in order and rewrite the paragraph.

See page T141 for answer.

S **1** She took a night-shift job so she didn't have to do much work.
S **2** Since they're very intelligent, some figure out how to do less work.
T **3** Very intelligent people, or "brains," are sometimes lazy people.
S **4** I had a friend who was a member of Mensa, an organization for people who are really smart.
C **5** To sum up, sometimes intelligent people use their intelligence to get out of doing work.
S **6** She could read novels most of the night and still get a paycheck.

C PRACTICE | Read the two paragraphs. Find and underline the topic sentence and the concluding sentence in each paragraph.

Topic sentence

Etiquette differs from country to country and even sometimes within regions throughout the world, but no matter where you go, etiquette is based on one common principle: being kind and making others feel comfortable. Many etiquette rules date back to our early history, when a person from another tribe or area might be a friend or a foe, and it was important for people to signal which they were when coming in contact with others from outside the tribe. Following another's cultural rules of etiquette was one way to signal that we weren't enemies. Being aware of differences in table manners or how people address older tribe members also helped maintain good relations. But etiquette isn't only about what we say to other people. It's often about what we *don't* say. If we think someone looks terrible, for example, it's just good manners to keep this to ourselves because expressing that thought would be hurtful.

Concluding sentence

Topic sentence

But etiquette extends to non-verbal communication as well. Gestures, facial expressions, posture, gaze are the unspoken indicators of good manners. Whether or not we make eye contact when talking to someone can mean one thing in one place and another thing somewhere else. As with etiquette in general, non-verbal behavior can send powerful messages about our intent and friendliness. In conclusion, if we want to get along well with others by being kind and making them feel comfortable, we should observe the rules of verbal and non-verbal communication.

Concluding sentence

D UNIT 1 WRITING TASK | Write a short article for visitors to your country, pointing out some things they should know about non-verbal communication there. You can choose to direct your article to a tourist, a person doing business, or someone coming to study.

SELF-CHECK

- ☐ Does my paragraph have a topic sentence?
- ☐ Do the supporting sentences in my paragraph all relate to the topic?
- ☐ Do I have a concluding sentence?

UNIT 2 Parallel structure: writing words in a series

A WRITING SKILL | Study the rules.

When listing two or more items in a series, be sure to use parallel structure. All the words, phrases, or clauses should be in the same form. Study the examples.

Dancing, **painting**, and **singing** are the things that I like to do. (All are gerunds.)
I like **to dance**, **to paint**, and **to sing**. (All are infinitives.)
The picture was **painted**, **framed**, and **sold**. (All are past participles.)
She's a **friendly**, **helpful**, and **intelligent** human being. (All are adjectives.)
I write about **what I see**, **who I hear**, and **how I feel**. (All are noun clauses.)

If you are listing two or more infinitives, either use to with all of them or use it only with the first one.
I like **to dance**, **paint**, and **sing**.

With a pair or series of nouns, either use the article with all of them, or use it only with the first one.
I'm **a student**, **a musician**, and **a mother**. OR I'm **a student**, **musician**, and **mother**.

If another word, such as an adverb or a relative pronoun, refers to all of the words in the series, you can use it with all of them or only with the first.
I don't think I'm **very interesting** or **very smart**. OR I don't think I'm **very interesting** or **smart**.
I prefer people **who make me laugh** and **who like outdoor activities**.
OR I prefer people **who make me laugh** and **like outdoor activities**.

B ERROR CORRECTION | Find and correct the errors.

My personality

I have some great friends, but one thing surprises me. Some of them think I am moody, ~~a~~ pessimistic ~~person~~, and cautious because I sometimes worry about the future. What I think is that I have always been a passionate, ~~a~~ positive, and optimistic person. The fact that I love traveling, ~~to meet~~ meeting new people, and learning about new places proves that I don't have a pessimistic outlook. One thing I'm sure of is this: My family sees me as being very energetic and ~~an~~ imaginative ~~person~~. As a matter of fact, I have always been very comfortable with who I am and how ~~to~~ I behave.

C PRACTICE | On a separate sheet of paper, complete each statement with the words in parentheses, using parallel structure. Then write at least two similar sentences about your own personality and interests.

1 I like (read, listen to music, go to movies).
2 I've been (teacher, stay-at-home mom, office manager).
3 I enjoy (hike, ski, swim in the ocean).
4 (see new places, have new experiences, make new friends) are all reasons I like to travel.
5 Last year I (join the volleyball team, play in ten games, win an award).
6 (paint portraits, cook great meals, play my guitar) are the things that energize and relax me.

D UNIT 2 WRITING TASK | Write a paragraph describing the personal qualities of a creative person you know. It could be a celebrity, an artist, a friend, or even yourself. Try to include at least one sentence using the present perfect continuous and one using a cleft sentence with What.

SELF-CHECK

- ☐ Does my paragraph have a topic sentence and supporting sentences?
- ☐ Does it have a concluding sentence?
- ☐ Did I use parallel structure?

Answers for Exercise C

1. *I like reading, listening to music, and going to movies. / I like to read, listen to music, and go to movies. / I like to read, to listen to music, and to go to movies.*
2. *I've been a teacher, a stay-at-home mom, and an office manager. / I've been a teacher, stay-at-home mom, and office manager.*
3. *I enjoy hiking, skiing, and swimming in the ocean.*
4. *Seeing new places, having new experiences, and making new friends are all reasons I like to travel.*
5. *Last year I joined the volleyball team, played in ten games, and won an award.*
6. *Painting portraits, cooking great meals, and playing my guitar are the things that energize and relax me.*

UNIT 2 Parallel structure: writing words in a series

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Write on the board: *I like dancing, painting, and to sing.* Ask, *Is this sentence correct?* (no) Ask, *Do you know why?* If Ss cannot answer, read the first rule and ask a volunteer to read the correct example sentence. Change *to sing* in the sentence on the board to *singing*.
- Write *parallel structure* on the board. Ask, *What does* parallel *mean?* (similar; going in the same direction) Reread the second sentence of the first rule: *All the words, phrases, or clauses should be in the same form.* Call on volunteers to read the other example sentences.
- Read the second rule. Ask a volunteer to read the example sentence. To check understanding, ask an individual S, *What are three things you like to do in your free time?* Write their response on the board. Elicit corrections. If the S repeats *to* before each infinitive, elicit another way to list infinitives. (just using the first *to*)
- Give Ss a few minutes to read the remaining two rules and example sentences.

  Ask Ss to work in pairs to practice forming parallel lists of three, following the models in the chart. Write on the board:

  gerunds
  infinitives
  past participles
  adjectives
  noun clauses

  Assist as needed.

B ERROR CORRECTION

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to correct the errors. Then have them compare answers with a partner.
- Monitor and assist as needed. Focus Ss' attention on the rules in the chart in Exercise A.

C PRACTICE

Suggested time: 5 minutes | Your time:

- Write the first item on the board. Elicit the three different ways to write the sentence.
- Give Ss time to do the exercise. Remind Ss that there may be more than one possible answer. Refer Ss to the rules in Exercise A.
- Have Ss compare answers with a partner. Monitor and assist as needed.
- Tell Ss to choose two or more statements to fill in with information about themselves. Return to the first item and write the sentence on the board with new information. For example: *I like hiking, swimming, and dancing.* Then have them compare answers with a partner.

OPTION (+5 minutes) Time permitting, Ss can complete any of the items they didn't replace in Exercise C with information about themselves.

EXTENSION (+5 minutes) To practice parallel structure, Ss can think of a person they know and complete sentences with three pieces of information about that person. For example, write on the board:
My sister
1. She likes to ____.
2. She's been a ____.
Have Ss complete the statements and then share with a partner.

D UNIT 2 WRITING TASK

Suggested time: 10 minutes | Your time:

- To warm up, refer Ss back to Exercise B on page 19, where they described the personalities of creative people. Tell them they will write a paragraph about the personal qualities of any creative person of their choice, including themselves.
- Draw their attention to the last sentence in the directions. If necessary, review cleft sentences with *What*. Have Ss look at the paragraph in Exercise B. Say, *Find an example of a cleft sentence with* What. (What I think is . . .)
- The following words and phrases are often used with the present perfect continuous. Write them on the board for Ss to refer to:

  since
  lately
  recently
  these days
- Encourage Ss to use the **Self-Check** to go over their paragraphs. Also, ask, *Did you include an example of the present perfect continuous? And a cleft sentence with* What?
- Then have pairs exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

UNIT 3 Organizing information by degrees of importance

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Ask a volunteer to read the focus of the writing task. Ask, *What does* organizing by degrees of importance *mean?* (putting information in order from most important to least important)
- Read the rule in the chart. Call on Ss to read the groups of ordering words.
- Give Ss a minute to read the Writing Model. Then invite volunteers to read individual sentences, replacing the highlighted ordering words with others from the chart.

EXTENSION (+5 minutes) To practice using ordering words, write on the board: *What are three ways to save money?* Have Ss write down three ideas. Then tell them to discuss their ideas with a partner. They should organize their information from the most important to the least important, and signal the order with sequencing words.

CHALLENGE (+5 minutes) With higher-level classes, you can point out that information can also be ordered from least to most important, leaving the best piece of advice or most interesting information for last. This leaves the reader engaged and eager to find out the key information the writer wants to share. Have Ss work in pairs to rewrite the Writing Model to end with the most important information. Remind them to replace the ordering words as needed. For example, instead of writing *Last but not least*, they should write *Most importantly*.

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss read the paragraph and fill in the blanks with words and phrases from the chart in Exercise A.
- To check comprehension, ask:
  What does the writer of the paragraph rate in order of importance? (how he or she chooses a charity)
  What is most important to the person in choosing a charity? (whether most of the money the charity receives goes to the people in need, rather than to the administration of the charity)
  What is secondarily important? (whether the charity provides immediate help that can prevent death)
  What else is important to the person, though last on the list? (whether the charity provides equal help to all people, regardless of religion, race, or nationality)

C UNIT 3 WRITING TASK

Suggested time: 10 minutes | Your time:

- Write on the board: *Personal statement*. Ask, *What is a personal statement?* (a short piece of writing about yourself and your interests or work experience) *When might you write a personal statement?* (when applying to a school or for a job)
- Give Ss time to write their paragraph about how they manage their financial responsibilities.
- Encourage Ss to use the **Self-Check** to go over the paragraphs they wrote.
- Then have pairs exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

EXTENSION (+15 minutes) For more practice with order of importance, Ss can write another paragraph. Write on the board: *How do you choose a charity?* Have Ss provide three reasons, using the ordering words from the chart in Exercise A. Tell Ss to use the paragraph in Exercise B as a model.

UNIT 3 Organizing information by degrees of importance

A **WRITING SKILL | Study the rules.**

When writing a paragraph, organize your ideas and sentences logically. Use words and phrases to indicate to the reader the relative importance of the ideas. Write the ideas in order of importance, starting with the most important. Notice the commas.

First, in order of importance,
Most importantly,
To begin with,

Secondly, / Thirdly, etc.
Following that,
After that,

Finally,
Last but not least,
As a final point,

WRITING MODEL

I am proud to say that I am financially independent. My friends occasionally ask me how I did it and ask me to give them advice. I like to say, "You have to be financially intelligent." How? **First and most importantly**, spend less than you earn. One way to do that is to create a budget and stick to it. **Secondly**, don't charge things on credit cards that you can't pay for at the end of the month. **Last but not least**, put a little money into savings whenever you can.

B **PRACTICE | Complete the paragraph with words and phrases indicating order of importance.**

Possible answers:

I try to be generous to those in need and always contribute a portion of my income to charities that I think are worthwhile. Since I don't have a lot of money, I have to consider where my money can do the most good. There are several issues I need to think about before sending money. ..... *First* ..... (1), I want to know if the charity is financially sound; that is, does most of the money it receives actually go to the people in need? Or does it spend too much money on salaries for employees of the organization? I get this information from Charity Navigator on the Internet. ..... *Secondly* ..... (2), although nearly as important to me, is: does the charity address a crisis of some sort, such as an epidemic? There are so many worthy charities, but to me, the ones that provide immediate help that can prevent death are the most important. ..... *Finally* ..... (3), I always ask if the charity provides help to all people, regardless of who they are. I don't care if the people I help are in my country or some other country, and I don't care about their religion, race, or nationality.

C **UNIT 3 WRITING TASK | Write a one-paragraph personal statement for a job or university application. Describe three ways you manage your financial responsibilities. Use vocabulary from Unit 3 and organize your ideas in order of importance. Provide examples to support your claims.**

SELF-CHECK

- ☐ Did I present my ideas in order of importance?
- ☐ Did I use the words and phrases to indicate their relative importance?
- ☐ Did I use correct punctuation?

UNIT 4 Compare and contrast: review

A WRITING SKILL | Study the rules.

Compare Connecting words that show similarities	Contrast Connecting words that show differences
like **Like** Sylvia, I wear jeans all the time. OR I wear jeans all the time, **like** Sylvia.	**unlike** **Unlike** her sister, Wendy wears great clothes. OR Wendy wears great clothes, **unlike** her sister.
similarly I grew up paying little attention to fashion. **Similarly,** my brother was not very interested in clothes. OR I grew up paying little attention to fashion; **similarly,** my brother was not very interested in clothes.	**in contrast** I've always liked to wear black to evening events. **In contrast,** my sister prefers white. OR I've always liked to wear black to evening events; **in contrast,** my sister prefers white.
likewise My mother always liked elegant clothes. **Likewise,** her two sisters did, too. OR My mother always liked elegant clothes; **likewise,** her two sisters did, too.	**however** Lily had to wear a uniform when she was in school. **However,** I was allowed to wear anything I wanted. OR Lily had to wear a uniform when she was in school; **however,** I was allowed to wear anything I wanted.
as well / not either Many people spend too much money on clothes. Some spend too much on shoes **as well**. Our parents' generation didn't worry so much about fashion. Their own parents **didn't either**.	**while / whereas** Sam spends a lot of money on clothes **while** (or **whereas**) Jeff rarely does. OR **While** (or **whereas**) Sam spends a lot of money on clothes, Jeff rarely does.

B PRACTICE | Read the paragraph, inserting logical connecting words for comparing and contrasting.

My husband, Jack, genuinely appreciates fashion, but we don't always agree on clothes and what to wear. I like to shop in small boutiques; ..*similarly / likewise*.. (1), my husband also appreciates the attention a shopper gets in a small store. ..*However*.. (2), I always buy funky, trendy clothes. ..*In contrast*.. (3), Jack is more conservative. And it won't be surprising for anyone to learn that ..*unlike*.. (4) my husband, I tend to like loud colors and bold prints, ..*whereas / while*.. (5) he prefers a more subdued look. ..*Similarly / Likewise*.. (6), I feel self-confident that whatever I wear will be OK ..*whereas / while*.. (7) Jack can be a little self-conscious and always tries to wear non-controversial clothes. But, as they say, "opposites attract," and we both like the way the other person dresses, even if our tastes for ourselves aren't the same.

C UNIT 4 WRITING TASK | Choose one of the topics below. Write two paragraphs comparing and contrasting ideas. In your first paragraph, write about the differences. In your second paragraph, write about the similarities. Use connecting words and include a topic sentence for each paragraph.

Topics

- Compare and contrast your fashion style and tastes with those of someone you know.
- Compare and contrast appropriate and inappropriate dress for one of the following events: a class picnic, a wedding reception, a sporting event, a company meeting, or a flight. Include details about being overdressed or underdressed.

SELF-CHECK

- ☐ Did I use connecting words for comparing?
- ☐ Did I use connecting words for contrasting?
- ☐ Does each paragraph have a topic sentence?

UNIT 4 Compare and contrast: review

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Call on Ss to read the examples under *Compare* and *Contrast*.
- To make Ss aware of the correct punctuation for each connective, ask, *Which connecting words can come after a comma?* (like, unlike) *Which connecting words are followed by a comma?* (similarly, likewise, in contrast, however) *What punctuation mark is necessary before* similarly, likewise, in contrast, *and* however? (a period or a semicolon)
- Write this chart on the board:

A	*B*
1. Jay likes to dress up. *2. Jay likes to attract attention to himself.* *3. Jay always wears fashionable clothes.*	*a. Max loves striking clothes.* *b. Dave is rather old-fashioned.* *c. Dave prefers to dress casually.* *d. Dave doesn't like to stand out in a crowd.* *e. Max always wears what is in style.* *f. Max thinks it is important to dress well.*

For each statement in column A, have Ss find a similar and a contrasting statement in column B. (1. f, c; 2. a, d; 3. e, b) In pairs, have Ss join the statements using connecting words. (For example: for item 1: *Compare:* Like Jay, Max likes to dress up. *Contrast:* Unlike Jay, Dave prefers to dress casually.) Review as a class by having several Ss share their sentences.

OPTION In higher-level classes, you may wish to explain the use of the semicolon (;) in the examples with *similarly*, *likewise*, *in contrast*, and *however*. Remind Ss that a comma, not a semicolon, should be used before a coordinating conjunction such as *and* or *but*. For more examples of joined sentences, see Unit 8 of the Writing Handbook.

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss preview the paragraph to familiarize themselves with the comparisons and contrasts. Ask, *What is the woman comparing?* (her and her husband's fashion preferences)
- Tell Ss to fill in the blanks, referring to the chart in Exercise A. Remind them to pay attention to when the connecting words are used at the beginning of the sentences and when they are accompanied by a semicolon.
- Have Ss compare answers with a partner. Point out that multiple answers may be possible. Go over any questions as a class.

C UNIT 4 WRITING TASK

Suggested time: 15–20 minutes | Your time:

- Tell Ss they will write two paragraphs comparing and contrasting ideas. Ask a volunteer to read the topic choices. Point out that the paragraph in Exercise B serves as a model for the first topic choice, except that Exercise B compares and contrasts within a single paragraph. Reiterate that Ss will write two paragraphs: contrasting in the first one and comparing in the second one.
- To review, ask, *Which contrasting words will you use in the first paragraph?* (unlike, in contrast, however, while / whereas) *Which connecting words will you use in the second paragraph?* (like, similarly, likewise, as well / not either)
- Write on the board: *Both . . . and . . .* to review the structure to show similarity between two people or things. Elicit an example. (For example: Both my brother and I love to wear loud, flashy clothes.)
- Monitor as Ss draft their paragraphs and make sure they use the connecting words for similarities and differences correctly. Remind Ss to write a topic sentence for each paragraph.
- Encourage Ss to use the **Self-Check** to go over the paragraphs they wrote.
- Finally, in pairs, have them exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

CHALLENGE (+5 minutes) For higher-level Ss, provide the option to write a brief introduction to the compare and contrast paragraphs. Provide an example on the board. For example: *My sister and I both love fashion. We have similar tastes, and both of us enjoy a classic and elegant style. However, she is much more focused on logos and spends a lot more money on expensive fashion designers. I don't think there is much of a difference; the clothes we wear are very similar.*

UNIT 5 Formal letters: review

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Have Ss read the rule.
- Draw a two-column chart with the headings *Informal letters* and *Formal letters*. Have Ss work in pairs to scan the rule for information about each type of letter. Then call on volunteers for information about each type of letter as you complete the chart on the board. (For example: *Informal letters:* to friends or family, use an informal tone, use casual language, use abbreviations, can be handwritten; *Formal letters:* to someone you don't know, to a boss or the head of an organization, typewritten, use standard formal language, use regular spelling, respect punctuation rules, use appropriate salutations and closings)
- Ask a volunteer to read the formal salutations and closings in the chart in the Student's Book.
- To clarify the use of salutations, write the following exercise on the board to complete as a class. Have Ss select the appropriate salutation from the options.

  1. When writing a woman you don't know.

  2. When writing a man you don't know.

  3. When writing to a man named Steven Bale.

  4. When you don't know if the person you are writing is male or female.

  a. Dear Mr. Steven,

  b. Dear Sir:

  c. To whom it may concern:

  d. Dear Mr. Bale,

  e. Dear Madam:

  (1. e, 2. b, 3. d, 4. c; choice *a* would not typically be used)
- Read the rule under *Letters of Complaint*.
- Have Ss read the Writing Model. To check comprehension, ask, *In which paragraph does Olivia explain why she is writing?* (the first) *Does she tell the person she is writing what she would like him or her to do?* (yes, in the second paragraph)
- Then ask, *Does Olivia sound polite?* (yes) *What polite language does she use?* (Could you please make sure . . .; . . . would be greatly appreciated)

B PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss write the salutations for the various people.
- Have Ss compare answers with a partner.

C UNIT 5 WRITING TASK

Suggested time: 10 minutes | Your time:

- Tell Ss they will write a letter of complaint similar to the Writing Model in Exercise A.
- Elicit possible problems Ss could write about. (For example: noise in an apartment building, someone parking a car in the wrong spot)
- Once they have made notes about the problem, have Ss write their letter. Monitor and assist as Ss work. Refer them to the Writing Model to ensure all parts of the letter are included.
- Encourage Ss to use the **Self-Check** to go over their letter.
- Then have Ss exchange letters with a partner and give each other feedback. Volunteers can read their letter to the class.

OPTIONAL WRITING

Suggested time: 5 minutes | Your time:

- As an added class activity or for homework, each S can respond to a partner's letter.
- Remind Ss to be polite in the response.
- Time permitting, Ss can use the **Self-Check** to go over the response letter.

UNIT 5 Formal letters: review

A **WRITING SKILL | Study the rules.**

When writing to a friend or relative, it is acceptable to use an informal tone, casual language, and abbreviations. However, when writing to someone you don't know, to your teacher or manager, or to someone working in the office of a school, company, or organization, standard formal language should be used, and regular spelling and punctuation rules apply. Formal letters are usually typed, not handwritten. The following salutations and closings are appropriate for formal letters. (Note that when you know the person's name, you may use either a comma or a colon.)

Formal salutations	Formal closings
If you know the name . . . Dear Ms. Krum, [OR :] Dear Mr. Montoya, [OR :] Dear Professor Lee, [OR :] Dear Dr. Aziz, [OR :] If you don't know the name . . . Dear Sir or Madam: To whom it may concern:	Sincerely, Respectfully, Best regards, Cordially,

Letters of complaint

When writing a formal letter of complaint, first state the reason you are writing and describe the problem. Then inform whomever you are writing what you would like him or her (or the school, company, or organization) to do about it, or what you plan to do. The language and tone in your message should be formal and polite.

WRITING MODEL

your address — 516 Thorne Avenue
New Summit, NY 10549

date — October 31, 2023

The Pasta Palace
70-18 Haights Road
New Summit, NY 10549 — recipient's address

Dear Sir or Madam: — salutation

I live around the corner from your restaurant. For the past few months, I have noticed that, every evening, someone has been leaving a lot of garbage on the side of the building. Unfortunately, cats have been turning over the garbage cans, and the trash goes everywhere. This is not only unpleasant to look at, but it is also a health hazard.

Could you please make sure that the garbage cans are securely closed when the restaurant's trash is taken out? Your helping to keep our neighborhood clean and pleasant would be greatly appreciated.

Respectfully, — closing

Olivia Krum — signature

Olivia Krum

B **PRACTICE | Write a salutation appropriate for a formal letter to each of these people.**

1 a teacher at a university whose family name is Smith ..... *Dear Professor Smith:*
2 a company manager whose name you don't know ..... *Dear Sir or Madam:*
3 a female company manager whose family name is Costa ..... *Dear Ms. Costa:*
4 a male bank manager whose family name is Takata ..... *Dear Mr. Takata:*
5 a doctor at a medical clinic and whose family name is Grimond ..... *Dear Dr. Grimond:*

C **UNIT 5 WRITING TASK | Write a letter of complaint about one or more problems in your neighborhood, city, or town. Describe the problem(s) and suggest solutions. Remember to be polite and appropriately formal.**

OPTIONAL WRITING **Exchange letters with a partner. Write a formal letter of response to your partner, as if you were the person to whom your partner's letter was addressed. Express concern about the problem he or she wrote about and state what you will do about it.**

SELF-CHECK

- ☐ Did I use the appropriate salutation and closing?
- ☐ Are the tone and language in my letter formal and polite?
- ☐ Did I use regular spelling and punctuation and avoid abbreviations?
- ☐ Did I describe the problem and talk about a possible solution?

UNIT 6 Supporting a point of view

A **WRITING SKILL** | **Study the rules.**

To persuade readers to agree with your point of view in an essay:

- State your point of view in the introduction to your essay.
- Then provide examples, facts, or experts' opinions that support your point of view.
- Another effective technique is to demonstrate the weakness of opposing arguments.
- Summarize your main point in a concluding sentence.

Use expressions like these to support your point of view. Pay attention to correct punctuation when needed.

Support your point of view	Offer experts' opinions
For one thing, For example, For instance, Furthermore,	[Smith] states that . . . According to [Rivera], . . . Studies suggest that . . .

Refute opposing arguments		Conclude your argument
It can be argued that . . . [Some people] think . . . It [may be] true that . . .	However,	In conclusion, In summary, To sum up,

WRITING MODEL

Many people question whether it's humane to keep animals in zoos. However, **today's zoos can play an important role in animal conservation.** They can do this in a number of ways.

For one thing, studies suggest that animal conservation research and observation may be conducted more easily in zoos. In that way, new methods for ensuring the survival of endangered species might be discovered. **Furthermore,** in her report on conservation efforts at the Parkland Zoo, **biologist Ann Fisher states that** zoos can protect the young of endangered species until they are old enough to be released into the wild. **It can be argued that** all animals should be free and that it is unethical to keep any animals in zoos. **However,** the survival of these species in the wild may actually depend on the results of the scientific studies many zoos provide.

In conclusion, I believe endangered animals should be kept in zoos in order to support conservation efforts. It's one way we can help ensure their survival.

B **PRACTICE** | **Complete the arguments to support the point of view.**

Zoos play an increasingly important role in animal conservation. **1** (**For one thing,** / **However,**) a zoo is a good environment for scientists to observe the behavior of endangered animals. Information from this research can be used to ensure their survival. **2** (**Many people think** / **For example,**) animals are simply kept in small cages in zoos. **3** (**Furthermore,** / **However,**) today's modern zoos try to imitate the animals' natural habitats by providing healthy food and lots of space for exercise and play. Without this intervention, many species would not survive in the wild. **4** (**According to** / **To sum up,**) Dutch scientist Frans de Wall, zoos also serve an important educational purpose. **5** (**Furthermore,** / **For example,**) by visiting zoos with their families or school classes, children learn about endangered animals and grow up appreciating the importance of protecting them. **6** (**To sum up,** / **It may be true that**) there are good reasons for keeping endangered animals in zoos.

C **UNIT 6 WRITING TASK** | **Write a short essay in which you express your opinion on the treatment of animals on farms or in research. Use persuasion to convince the reader to agree with your point of view. State your point of view in the introduction. Support it with examples, facts, or experts' opinions. Refute opposing arguments. Conclude by restating your main point.**

OPTIONAL WRITING **Exchange essays with a partner. Write a short response, explaining why you agree or disagree with your partner's point of view.**

SELF-CHECK

- ☐ Did I state my point of view clearly in the introduction?
- ☐ Did I provide examples, facts, or experts' opinions to support my point of view?
- ☐ Did I discuss and refute any opposing arguments?
- ☐ Did I include a concluding sentence?

UNIT 6 Supporting a point of view

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Review that *point of view* is a particular way of looking at a topic.
- Read the first sentence of the rule. Write *persuade* on the board. Elicit that it means to convince—to make someone believe something. Then read the bulleted points.
- Have Ss read through the expressions. Explain that *refute* means to say that an opinion is wrong.
- In pairs, have Ss take turns reading the Writing Model to each other. They can switch with each new sentence. Tell them to notice how the highlighted information reflects the bulleted points in the rule. (First bullet: . . . today's zoos can play an important role in animal conservation; Second bullet: For one thing, studies suggest that animal conservation research and observation may be conducted more easily in zoos; Furthermore. . . biologist Ann Fisher states that zoos can protect the young of endangered species until they are old enough to be released into the wild; Third bullet: It can be argued that all animals should be free and that it is unethical to keep any animals in zoos. However, the survival of these species in the wild may actually depend on the results of the scientific studies many zoos provide; Fourth bullet: In conclusion, I believe . . .)

OPTION (+5 minutes) Have Ss restate the highlighted text in the Writing Model with different expressions from the chart. (For example: *For one thing* can be replaced with *For instance*.)

B PRACTICE

Suggested time: 10 minutes | Your time:

- Ask a volunteer to read the expressions and phrases in the paragraph. Ask, *Which expressions introduce examples?* (For one thing; For example; Furthermore) *Which offers an expert's opinion?* (According to) *Which expressions are used to introduce an opposing argument and disprove it?* (However; Many people think; It may be true that) *Which concludes the argument?* (To sum up)
- In pairs, have Ss read the paragraph and circle the correct answers.
- Monitor as Ss work, providing hints as needed. Ask, *Which sentence in the paragraph is an opposing argument?* (animals are simply kept in small cages in zoos) *Which sentence disproves this argument?* (today's modern zoos try to imitate . . .)
- Bring the class together and call on volunteers to read the sentences. Discuss any outstanding queries.

OPTION (+10 minutes) In pairs, have Ss compare the position of the opposing argument in the Exercise B paragraph with its position in the Writing Model in Exercise A. (In the Writing Model the opposing argument is mentioned in the introduction but is dealt with in more detail in the second half of the body paragraph, after the writer has stated their own point of view. In the Exercise B paragraph the opposing argument is dealt with first.) Have Ss rewrite the Exercise B paragraph to move the opposing argument section to before the conclusion. Ask, *Which version of the paragraph do you prefer, and why?*

C UNIT 6 WRITING TASK

Suggested time: 20 minutes | Your time:

- Direct Ss' attention to the Writing Model in Exercise A and have them reread it. Tell them it will serve as a model to help them write an opinion essay on the treatment of animals.
- Read the directions. Then rewrite the rules from the chart as simplified step-by-step instructions on the board:
  1. State your point of view in the introduction.
  2. Support it with examples, facts, or experts' opinions.
  3. Refute opposing arguments.
  4. Conclude by restating your main point.
- Refer Ss to the expressions in Exercise A as they write their essays.
- Monitor and guide Ss: *Do you offer an expert's opinion? How do you introduce it? Do you have an opposing argument? Do you refute it to make your argument stronger? Do you restate your point of view in the conclusion?*
- When Ss have completed the task, encourage them to use the **Self-Check** to go over their essay. Then, in pairs, have Ss exchange essays and give each other feedback. Volunteers can read their essays to the class.

OPTIONAL WRITING

Suggested time: 10 minutes | Your time:

- As an added class activity or for homework, each S can respond to a partner's essay. Then Ss can use the **Self-Check** to go over the response.

UNIT 7 Summarize and paraphrase information from an article or a report

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Have Ss read the rules and examples.
- To check comprehension, ask:
  When summarizing an article, what should you focus on? (the main points)
  Should you state your opinion in a summary? (no)
  What are some verbs you can use to paraphrase the author's ideas? (argue, believe, state, point out, report, conclude)
- Have Ss read the Writing Model.

LANGUAGE NOTE Write these reporting verbs on the board: *argue, believe, explain, state, point out, report, conclude.* Elicit when these verbs can be used. (For example: *Argue* can be used when the author makes a strong statement about something. When an author makes a statement, the verbs *state, point out,* or *report* can be used. *Explain* can be used to talk about a rule. *Believe* can be used to state a belief. *Conclude* can be used to introduce the final statement on a topic.)

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss paraphrase the sentences. Monitor and check that Ss are not copying the author's exact words. Then have them compare answers with a partner.
- Bring the class together and go over the answers. Ask, *What is a good way to start the paraphrased sentences?* (For example: *According to the article* or *The author states that*) *Why?* (because we don't know the author's name)

CHALLENGE (+5 minutes) Write *plagiarism* on the board. Elicit the meaning. (when you use another person's idea or work without saying where it comes from and claim that it is your own) Ask, *What are the consequences of plagiarism?* (You can fail a class or get thrown out of school, lose your job, destroy your reputation, be sued, or have to pay big fines.) Stress the importance of paraphrasing and citing sources.

C PRACTICE

Suggested time: 10 minutes | Your time:

- Write on the board: *Warning signs of a shopping addiction.* Point out that the four middle paragraphs of the article on page 74 describe warning signs of a shopping addiction. Tell Ss that in this exercise they will summarize the main idea of each paragraph.
- Have Ss work individually or in pairs to write the main idea of each paragraph.

D UNIT 7 WRITING TASK

Suggested time: 10 minutes | Your time:

- Refer Ss to the notes they made in Exercise C. Point out that they can use these sentences for the body of the summary.
- Model how to start the summary. Write on the board: *According to the article*. Point out that for the beginning of the first sentence, they should include the name of the article: *According to the article "Compulsive Shopping: An addiction or just something to get under control?" . . .*
- Then ask, *What four things are being summarized in Exercise C?* (warning signs of a shopping addiction) Tell Ss they could complete the opening sentence on the board with . . . *there are four warning signs of a shopping addiction.*
- Then the summary could continue to name the four signs as summarized in Exercise C.
- Finally, write on the board: *The author concludes the article by . . .* Ask, *What does the author provide at the end of the article?* (advice on how to deal with shopping addictions) Have Ss complete their summary by completing the statement on the board.
- Encourage Ss to use the **Self-Check** to go over the summaries they wrote.

OPTIONAL WRITING

Suggested time: 10 minutes | Your time:

- Write on the board: *What are some ideas on how to avoid compulsive shopping?*
- Have Ss work individually. Refer them to the advice given in the article on page 74. Tell them to use their own words and write one paragraph with four main points.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over the paragraph they wrote.
- Then have Ss exchange paragraphs and give each other feedback. Volunteers can read their work to the class.

UNIT 7 Summarize and paraphrase information from an article or a report

A WRITING SKILL | Study the rules.

A summary is a shortened explanation of the main ideas of an article. When writing a summary, include only the author's main points, not your own reactions or opinions. In your summary, be sure to paraphrase what the author said, putting the main idea into your own words.

Use a variety of reporting verbs to paraphrase the writer's ideas:

The report **argues** that . . .	The writer **points out** that . . .
Doctors **believe** that . . .	The journalist **reports** that . . .
The article **states** that . . .	The author **concludes** that . . .

Some other common expressions for reporting another person's ideas:

According to [Smith], . . .	**As** [the article] **explains**, . . .
In [the writer's] **opinion**, . . .	**From** [García's] **point of view**, . . .

WRITING MODEL

The original text: "For some people, shopping is a favorite pastime and harmless, as long as they have the money to pay for their purchases. For others, unfortunately, shopping can spiral out of control and become as serious as other destructive addictions like alcoholism, drug abuse, and compulsive gambling."

Your summary and paraphrase: *The author points out that shopping can be harmless for some but a serious addiction for others.*

B PRACTICE | Paraphrase these sentences from the article on page 74. *Possible answers:*

1 "Research has shown that compulsive shopping, like other addictions, causes the physical effect of a 'high' when brain chemicals such as endorphins and dopamine are released." *According to the article, compulsive shopping is similar to other addictions because your brain releases chemicals that make you feel good.*

2 "Thankfully, many people are able to splurge or buy things on impulse from time to time without being addicts. However, if you are concerned you may be a compulsive shopper, here are some tips that can help." *The author states that not everyone who likes to shop is an addict, but if you're concerned, the article has some tips.*

C PRACTICE | Reread the paragraphs that begin with *First*, *Second*, *Third*, and *Fourth* in the article on page 74. Then, in your own words, state the main idea of each of those paragraphs, using the reporting verbs and expressions suggested in Exercise A. *Possible answers:*

First, *the writer points out that a shopaholic often lies about the amount of money spent.*

Second, *the writer points out that compulsive shopping is a chronic behavior.*

Third, *the article states that while many people sometimes splurge and buy a single item on impulse, a shopaholic will buy many items.*

Fourth, *the article argues that a shopping problem exists when there are negative consequences, like going into debt and neglecting family and work responsibilities.*

D UNIT 7 WRITING TASK | Write a summary of the article about compulsive shopping on page 74 by combining the main ideas from your notepad. Be sure to paraphrase what the author said, using your own words. You may include the suggestions for overcoming shopping addiction in your summary. Your summary should be no more than four to six sentences long.

OPTIONAL WRITING Write a short article in which you suggest how to avoid compulsive shopping.

SELF-CHECK

- ☐ Does the summary include only the author's main ideas?
- ☐ Did I paraphrase the author's ideas?
- ☐ Was I careful not to include my opinion in the summary?

UNIT 8 Avoiding run-on sentences and comma splices

A **WRITING SKILL | Study the rules.**

Note two common errors that writers often make when joining two sentences:

Run-on sentences (connecting sentences or independent clauses without using punctuation)
INCORRECT: My grandmother was strict with my mom however, my mom isn't at all strict with me.

Comma splices (connecting two sentences or independent clauses with a comma and no conjunction)
INCORRECT: My dad and I used to have a lot of arguments, now we get along great.

To correct a run-on sentence or a comma splice, choose one of the following techniques:

- **Use a period, and capitalize the following word.**
  My grandmother was strict with my mom. However, my mom isn't at all strict with me.
  My dad and I used to have lots of arguments. Now we get along great.
- **Use a comma and a coordinating conjunction.**
  My grandmother was strict with my mom, so my mom isn't at all strict with me.
  My dad and I used to have lots of arguments, but now we get along great.
- **Use a semicolon. (But avoid using a semicolon more than once in a paragraph.)**
  My grandmother was strict with my mom; my mom isn't at all strict with me.
  My dad and I used to have lots of arguments; now we get along great.

Coordinating conjunctions
and for or yet
but nor so

B **PRACTICE | All the sentences have errors. Label each sentence R (for run-on) or C (for comma splice). Then, on a separate sheet of paper, correct each sentence, using one of the techniques.** *Possible answers:*

C **1** Older people benefit from living with friends or relatives, they are less likely to experience loneliness or depression. ;
C **2** It is projected that in the future more and more young adults will be forced to live with their parents, ~~they~~ will remain financially dependent into their thirties. *, and they*
R **3** I worry a lot about my grandfather ~~he~~ was widowed two years ago. *. He*
C **4** It's very difficult for my sister and brother-in-law to stay home to care for their children, ~~they~~ both have jobs outside the home. *, for they*

C **PRACTICE | On a separate sheet of paper, rewrite the paragraph, correcting any run-on sentences or comma splices.** *Possible answers:*

My husband and I don't know what to do with our teenage daughter, Beth. Beth has always been a bit rebellious ~~however~~, lately her behavior has really been going downhill. Yesterday, Beth's teacher told us that she was disrespectful in class ~~she~~ hadn't done her homework. We're at our wits' end with her. At home, Beth has developed a spoiled attitude, she isn't willing to help at all. She used to make her bed and clean up her room, recently she has been leaving her things everywhere. My husband and I may have been too lenient with Beth as she was growing up, ~~now~~ that she's a teenager, we have to get her to shape up.

. However
. She
;
, but
. Now

D **UNIT 8 WRITING TASK | Write a blog post with advice for parents and teens who either have a lot of conflicts or who don't have a good relationship. Use vocabulary and expressions from Unit 8 and other units. Write at least three paragraphs, each one with a topic sentence stating its main idea.**

SELF-CHECK

- ☐ Did I avoid run-on sentences and comma splices?
- ☐ Do all the sentences support the topic sentence?
- ☐ Did I use the vocabulary and expressions I learned in Unit 8?

UNIT 8 Avoiding run-on sentences and comma splices

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Call on volunteers to read the incorrect examples.
- Give Ss a few minutes to study the three ways to correct run-on sentences and comma splices. For the second bullet, point out the list of **Coordinating conjunctions**. Point out that coordinating conjunctions are used to add items (*and*), to show contrast (*but, yet*), to show reasons (*for*), to show alternatives (*nor, or*), and to show result (*so*).
- Write on the board: *His grandparents live in the country, he doesn't see them very often.*
  Have Ss identify the type of mistake in the sentence. (a comma splice) Call on volunteers to correct the sentence, using the three techniques discussed. (1. His grandparents live in the country. He doesn't see them very often. 2. His grandparents live in the country, so he doesn't see them very often. 3. His grandparents live in the country; he doesn't see them very often.)
- Test understanding of coordinating conjunctions by asking, *Could we write, . . . live in the country, or he doesn't . . .?* (No. The conjunction *or* presents an alternative choice. It doesn't make sense here.)

LANGUAGE NOTES

- *Run-on* is an adjective and noun that implies that something keeps running on and doesn't stop.
- The word *splice* refers to the act of connecting the ends of two things together, or the place where this connection has been made. So, *a comma splice* is the end of one sentence that has been connected to the beginning of another sentence incorrectly with a comma.

CHALLENGE (+5–10 minutes) Have Ss work in pairs to write run-on sentences and comma splices. Then have pairs exchange papers and make corrections to the sentences. Monitor and make sure Ss are making necessary corrections.

B PRACTICE

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to read the statements and identify which have run-on sentences or comma splices. Then have Ss compare answers with a partner.
- Write on the board:
  Does the second half of each item:
  - add information?
  - show reason?
  - show contrast?
  - show a result?
  - show an alternative?
- Have Ss rewrite each sentence, making necessary corrections and introducing coordinating conjunctions where needed. Remind them to use different techniques to correct the sentences.
- Go over the answers as a class.

C PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work individually to rewrite the paragraph, making corrections. Remind Ss that there is usually more than one way to correct run-on sentences and comma splices. Tell them to only make one correction for each error.
- Then have Ss compare answers with a partner.
- Go over the answers as a class. Call on different Ss to provide different ways to correct each error. Ask Ss to explain their corrections, or, if possible, write their corrected sentences on the board.

D UNIT 8 WRITING TASK

Suggested time: 5 minutes | Your time:

- Write the word *blog* on the board. Elicit what this is. (a website run by a person or group that is updated regularly; usually written in an informal style)
  Stress to Ss that the style of their writing should be conversational, as if they were talking to the parents and teens.
- Tell Ss to plan their three paragraphs by noting down three pieces of advice and developing their three topic sentences first.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over their paragraphs. Then, in pairs, have Ss exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

LANGUAGE NOTE The word *blog* can be both a noun as defined above, or a verb. The verb *blog* means to write or add new material to a blog.

UNIT 9 Avoiding sentence fragments

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Read the definition of a sentence fragment. Explain that while a sentence expresses a complete thought, a sentence fragment expresses an incomplete thought.
- Read the explanation under *Dependent clauses*. Ask a volunteer to read the examples of fragments. Write on the board:

  Because the military hadn't told the truth.

  After his mother admitted to lying.

  As a class, label the parts of the dependent clauses in the examples: the subordinating conjunction, the subject, and the verb. Label the examples on the board as Ss identify the parts.

Because	*the military*	*hadn't told the truth.*
(sub. conj.)	*(sub)*	*(verb)*
After	*his mother*	*admitted to lying.*
(sub. conj.)	*(sub)*	*(verb)*

- Under *Phrases*, have Ss read the explanation and the examples. Emphasize that a phrase does not have a subject or a conjugated verb.
- Give Ss a few minutes to study the information in the **Remember** note and the list of **Subordinating conjunctions that begin a dependent clause**.
- To check comprehension, write on the board:

  1. The man took a picture of the monster as soon as he saw it.

  2. When the man saw the monster.

  3. The man took the picture from the car.

  Ask, *Which sentence is a fragment?* (2) *Which is a complete sentence?* (1 and 3) *Which sentence contains a dependent clause?* (1: *as soon as he saw it*) *What are two examples of subordinating conjunctions* (*as soon as* in 1; *when* in 2)
- Have Ss study the rules of how to correct a sentence fragment. Point out that the first two fragments mentioned at the top of the chart are dependent clauses. They can be attached to independent clauses to make complete sentences. Have Ss study how the fragments attach to the independent clauses in the example sentences. Clarify that the blue highlighted text in the corrected sentences is the new information that completes each sentence.
- Then have Ss study how the five fragments under *Phrases* are made into complete sentences at the bottom of the chart.

LANGUAGE NOTE Point out that dependent clauses need independent clauses to make sense. The former depend on the latter. Independent clauses, on the other hand, can stand on their own; dependent clauses simply add more information.

B PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work independently to underline and correct the sentence fragments. Point out that the fragments can be corrected by attaching them to existing information in the article.
- Ask Ss to compare answers in pairs.
- Go over the answers as a class.

Possible answer for Exercise B (rewritten paragraph)

When John Tyler did not appear at his wedding, his bride and the wedding guests were worried. They called the police for help. The police used helicopters to search for John's car. An hour later, John called his bride by phone. She was so surprised because John told her that he had been carjacked. According to his story, the carjackers had locked him in the trunk of his car. Meanwhile, the police had found John's car in the parking lot of a hotel. Furthermore, John was found in a hotel room speaking with his wife on the phone. Apparently, he had been having doubts about getting married and had made up the whole story about the carjacking. John had to repay the town the $3,000 spent trying to rescue him during his carjacking hoax. Two weeks later, he and his bride were finally married.

C UNIT 9 WRITING TASK

Suggested time: 15 minutes | Your time:

- Ask a volunteer to read the topic choices. Explain that Ss will be writing a news article, so they need to report information. The news report can be one or two paragraphs.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over their paragraphs. Then, in pairs, have Ss exchange paragraphs and give each other feedback. Volunteers can read their paragraphs to the class.

OPTION (+5 minutes) Invite Ss to think up sensational headlines for their articles, like those used in Exercise F on page 95.

UNIT 9 Avoiding sentence fragments

A WRITING SKILL | Study the rules.

A sentence fragment is a group of words that does not express a complete thought. Here are two common fragments:

Dependent clauses

A dependent clause is a group of words that contains both a subject and a verb but begins with a subordinating conjunction, making it an incomplete thought.

FRAGMENT: ~~Since the military released the UFO videos.~~
FRAGMENT: ~~Until I read about Orson Welles's radio play.~~

Remember:

An independent clause . . .
- contains a subject and a verb.
- expresses a complete thought.

A complete sentence . . .
- starts with a capital letter.
- ends with a period, question mark, or exclamation point.
- expresses a complete thought.
- needs to contain at least one independent clause.

Phrases

A phrase is a group of words that is not a complete sentence. Some common phrases that are fragments are prepositional phrases, verb phrases, embedded questions, infinitive phrases, relative clauses, etc.

FRAGMENT: ~~At the end of the year.~~
FRAGMENT: ~~Are very reliable.~~
FRAGMENT: ~~Where they said the UFO had crashed.~~
FRAGMENT: ~~To explain what happened.~~
FRAGMENT: ~~The people who were listening to the program.~~

Subordinating conjunctions that begin a dependent clause

after	since
as soon as	unless
because	until
before	when
even though	whenever
if	while

To correct a sentence fragment, do one of the following:

- Attach a dependent clause to an independent clause to complete the thought.
  Since the military released the UFO videos, **we believed they must have been real**.
  I knew nothing about *War of the Worlds* until I read about Orson Welles's radio play.
- Complete the thought by adding missing information to a phrase so it is a complete sentence.
  At the end of the year, **everyone celebrated together**.
  Most news sources are very reliable.
  That's where they said the UFO had crashed.
  We asked to be interviewed to explain what happened.
  The people who were listening to the program **called to get advice**.

B PRACTICE | Underline the sentence fragments in this paragraph. Then, on a separate sheet of paper, rewrite the paragraph correctly. *See page T149 for rewritten paragraph.*

When John Tyler did not appear at his wedding. His bride and the wedding guests were worried. They called the police for help. The police used helicopters. To search for John's car. An hour later, John called his bride by phone. She was so surprised. Because John told her that he had been carjacked. According to his story. The carjackers had locked him in the trunk in the back of his car. Meanwhile, the police had found John's car. In the parking lot of a hotel. Furthermore, John was found in a hotel room. Speaking with his wife on the phone. Apparently, he had been having doubts about getting married and had made up the whole story about the carjacking. John had to repay the town the $3,000 spent trying to rescue him during his carjacking hoax. Two weeks later. He and his bride were finally married.

C UNIT 9 WRITING TASK | Write a short news report about one of these topics:

Topics
- An imaginary attack on your city or town by aliens from Mars
- An imaginary new discovery that finally explains one of the mysteries from Lesson 2 on page 94
- An imaginary update on the U.S. military's 2020 release of videos of UFOs

SELF-CHECK
- ☐ Do all my sentences express complete thoughts?
- ☐ Did I avoid sentence fragments?
- ☐ Did I avoid run-on sentences and comma splices?

UNIT 10 Presenting and supporting opinions clearly

A WRITING SKILL | Study the rules.

When you write to critique or comment on another person's ideas, it is important to present and support your own opinions clearly. Use connecting words and phrases to present your ideas logically and to support your ideas with reasons.

Present your ideas logically

First of all, I agree with the writer's main point.
In addition, the article makes some good points about the effects of not being active.
Furthermore, I think the writer offers some good ideas for changing bad habits.
Finally, I believe the writer is right not to ignore the problem.

Support your ideas with reasons

Since risk-takers like to live dangerously, they sometimes get hurt.
Because of the Internet, you can find places to practice extreme sports all over the world.
Actually, risk-avoiders can find safe ways to be adventurous. **That's why** I think being a risk-taker is overrated.
Due to the fact that everyone posts on social media, more and more people are attracted to extreme sports.

Citing the writer's words

Use direct speech to quote short statements. For example:

Cardiologist Ana Laghari says, "I recommend 150 minutes of moderate cardiovascular exercise every week." However, I think that's too much!

For longer statements, use indirect speech to paraphrase what the writer says in a shorter form. For example:

Dr. Laghari makes it clear that a sedentary lifestyle can be a danger to one's health.

B PRACTICE | On a separate sheet of paper, write statements that use the connecting words. *See below for answers.*

1 Simple changes to your lifestyle will have a big impact on your health. It's a good idea to start right away. (since)
2 The author makes some good points in the article. I agree with his opinions. (that is why)
3 The psychologist points out that not all people who ride on roller coasters are risk-takers. She says that most of us are a bit of both. (first of all / in addition)
4 I'm definitely not a risk-taker. I don't really understand why anyone would choose to be one. (furthermore)

C PRACTICE | Rewrite this paragraph by adding connecting words and phrases. Use a comma where necessary.

Possible answers:

First of all, (1) I completely agree with the article on page 106 about the importance of being active. *In addition,* (2) the author's point that there are a number of downsides to having a sedentary lifestyle really makes sense. *Since* (3) I'm trying to change my own habits right now, I totally understand the points the author makes and appreciate the suggestions in the article. The author is so right when he or she says, "Many of us may be too laid back for our own good." *Furthermore,* (4) I agree with the idea that one can make small changes that have a big impact on one's health. *Because of* (5) the dependence we all have on technology today, the problems the article describes are global in scale. *Finally,* (6) I'm committed to changing my own bad habits.

D UNIT 10 WRITING TASK | Write a critique of the article in Lesson 3 or the interview about risk-takers and risk-avoiders in Lesson 4. Begin by stating your opinion. To comment on the writer's or speaker's point of view and to support yours, use quotes or paraphrase what the person says. Write at least two paragraphs.

SELF-CHECK

- ☐ Did I use connecting words and phrases to present and support my opinions?
- ☐ Did I use quotation marks correctly when citing the writer's own words?
- ☐ Did I paraphrase the writer's words when I didn't use direct speech?

Answers for Exercise B

1. *Since simple changes to your lifestyle will have a big impact on your health, it's a good idea to start right away.*
2. *The author makes some good points in the article. That is why I agree with his opinions.*
3. *First of all, the psychologist points out that not all people who ride on roller coasters are risk-takers. In addition, she says that most of us are a bit of both.*
4. *I'm definitely not a risk-taker. Furthermore, I don't really understand why anyone would choose to be one.*

UNIT 10 Presenting and supporting opinions clearly

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Read the first rule. Focus on the phrase *to critique or comment on another person's ideas* and elicit that it means to say how good or bad the ideas are. Point out that it's also possible to critique a book, painting, or movie. *Critique* can be used as a noun or a verb.
- Reiterate that organizing ideas logically and giving good reasons or examples strengthens your argument.
- Give Ss a few minutes to read the example sentences under *Present your ideas logically*. Ask, *If you take away the connecting words, can the sentences stand alone?* (yes) Confirm that these are independent clauses. Then have Ss look at the example sentences under *Support your ideas with reasons*. Ask, *If you take away the connecting words, which of the sentences cannot stand alone?* (the examples with *Since*, *Because of*, and *Due to*) Confirm that these sentences contain subordinate conjunctions introducing dependent clauses.
- To test Ss' understanding, say, *Smart phones are a useless invention*. Invite Ss to critique your point of view. (For example: First of all, smart phones are not useless. They are a brilliant invention that connect you to the world at all times. Furthermore, they allow you to have any information you need at your fingertips. Because a smart phone has GPS features, you will never get lost . . .)
- Finally, focus on **Citing the writer's words** on the right to review when to use direct quotations and when to paraphrase when discussing a writer's ideas.

B PRACTICE

Suggested time: 10 minutes | Your time:

- Before Ss write the statements, refer them to the chart in Exercise A to help them form sentences correctly and put any commas in the right places.
- Bring the class together and have Ss share their answers.
- Ask, *In sentence 3, how are the psychologist's views introduced?* (The psychologist points out that . . .) Return to the **Citing the writer's words** box in Exercise A. Elicit other ways to introduce a writer's ideas. (For example: The writer makes it clear that / says / comments / discusses; According to the writer)

C PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss look back at the example sentences in Exercise A. Point out that the three sentences that begin with subordinating conjunctions (*Since, Because of,* and *Due to*) are dependent clauses. Then ask volunteers to read the sentences in the Exercise C paragraph. After each numbered sentence, ask, *Is this an independent or dependent clause?* (Items 1, 2, 4, and 6 are independent; items 3 and 5 are dependent.) Tell Ss this will help them determine which connecting words or phrases to use.
- After they have completed the exercise, have Ss compare answers with a partner. Point out that answers may vary for some of the items.

D UNIT 10 WRITING TASK

Suggested time: 30 minutes | Your time:

- Have Ss write a critique of the article in Exercise A on page 106 or the interview in Exercise D on page 108. For the interview, give Ss a printed copy of the audio script, or display it from the Portal. First, have them reread the article or interview, noting any sentences they want to comment on.
- Tell Ss to write two or more paragraphs giving their own opinion about the writer's or speaker's views. Remind them to use connecting words and to cite the writer's or speaker's words.
- When Ss have completed the task, encourage them to use the **Self-Check** to go over the paragraphs they wrote. Then have Ss work in pairs to give each other feedback on the critique. Volunteers can read their critique to the class.

SOFT SKILLS BOOSTER (Optional)

Note about the Soft Skills Booster

These teaching notes are provided if you choose to use the **Soft Skills Booster** in class. The following general notes can be used with each unit, in combination with the tips in the chart below.

UNITS 1–10 Soft Skills Booster teaching notes

- Write the soft skill on the board. For example: *communication*. Elicit or give the definition (see chart below).
- Elicit situations where this soft skill would be appropriate to use (see chart below).

A Use these expressions . . .

- Have a S read the focus of the lesson. For example: *Ask for clarification and repetition to avoid misunderstandings.*
- Read the chart headings. Go over the **Tip** with the class.
- Play the audio and have Ss repeat the expressions. (See chart below for intonation tips and other considerations.)

B PAIR WORK

- Model a conversation with a higher-level S. Encourage the S to use body language associated with the skill (see chart below).
- Once Ss understand the task, have them do the exercise in pairs. Monitor Ss' exchanges. Clarify vocabulary as needed.
- Time permitting, have Ss share their conversations with the class.

C Now practice . . .

- Have Ss apply the soft skill in context.

Soft skill, definition, and focus	When to use the skill—example situation	Intonation tips	Example(s) of body language
UNIT 1 COMMUNICATION Definition: *The ability to understand what other people are expressing and to clearly and respectfully express your own thoughts* Lesson focus: Ask for clarification and repetition to avoid misunderstandings	When a friend or colleague is not clear in expressing an idea	○ Pause after *Sorry* ○ Use rising intonation for *yes / no* questions and falling intonation for information questions and statements ○ Use a patient tone	Use a slightly confused expression; Turn your head slightly towards the person
UNIT 2 ACTIVE LISTENING Definition: *The ability to pay attention to what someone is saying and reflect it back to that person* Lesson focus: Ask for examples to show interest	When you have a conversation with colleagues or friends	○ Use rising intonation when asking for examples ○ Use falling intonation when providing examples	Make eye contact; Nod your head to show full attention; Don't look at your phone or get distracted
UNIT 3 RESPECTFULNESS Definition: *The ability to feel or show courteous regard for others* Lesson focus: Ask for and provide reasons when discussing opinions	When a friend or colleague shares thoughts, ideas, or feelings about something	○ When asking for reasons, use a respectful tone and falling intonation ○ Put emphasis on *say* in *Why do you <u>say</u> that?* and *What makes you <u>say</u> that?* ○ Put emphasis on *I* in *From what <u>I</u> can see;* and *my* in *Well, in <u>my</u> experience . . .*	Face the speaker and lean in a little to demonstrate full attention and openness to what the person is saying
UNIT 4 TEAMWORK Definition: *The ability to recognize that you are one voice of several or many other team members* Lesson focus: Encourage a positive exchange of opinions	When discussing an issue with a friend or colleague	○ Demonstrate enthusiasm when showing agreement ○ Maintain a respectful tone when disagreeing ○ Use rising intonation for *Do you really think so?*	Don't cross your arms; When disagreeing, tilt your head and use a puzzled expression; When agreeing, nod

Soft skill, definition, and focus	When to use the skill—example situation	Intonation tips	Example(s) of body language
UNIT 5 PROBLEM SOLVING Definition: *The ability to identify and analyze problems and then suggest and implement solutions* Lesson focus: Work together to identify and solve problems	When discussing a problem with friends or colleagues	◦ With *It's* + adjective, emphasize the adjective; With *I just can't <u>believe</u> how . . .*, emphasize *believe* ◦ Use a neutral tone when suggesting a solution with *I really wish they would . . .* and *The thing they need to do is . . .* ◦ Use an inquisitive tone with *Why can't / don't they . . .?* and *I don't see why they can't / don't . . .*	Make eye contact; Nod your head as you listen
UNIT 6 CRITICAL THINKING Definition: *The ability to think logically about an issue and show agreement or disagreement* Lesson focus: Provide reasons for positive and negative opinions	During discussions with colleagues, friends, or family	◦ Use an enthusiastic tone for positive opinions ◦ Use a firm but polite tone for negative opinions	Nod when expressing support for something; Furrow your eyebrows when voicing opposition
UNIT 7 LEADERSHIP Definition: *The ability to motivate others toward the completion of a goal* Lesson focus: Invite others to express their agreement with your ideas	When sharing ideas and eliciting support or agreement, in both work and social settings	◦ Use rising intonation for all questions beginning with *Don't you . . .?* and *Wouldn't you . . .?* ◦ Use rising intonation for the tag questions	Nod your head gently as you listen; Raise your eyebrows and make eye contact
UNIT 8 OPEN-MINDEDNESS Definition: *The ability to consider and accept other people's ideas, opinions, theories, ways of living, and so on.* Lesson focus: Paraphrase another person's opinion to confirm your understanding	When a colleague or friend says something that you are not sure you understand or you don't fully agree with, and you want to demonstrate willingness to consider their view	◦ Pause after each phrase introducing the paraphrase ◦ Put stress on *exactly* in *That's <u>exactly</u> what I'm saying.* ◦ Put equal stress on both *not* and *quite* in *That's <u>not quite</u> what I meant.* ◦ Stretch the word *exactly* in *Not exactly.*	Use a thoughtful expression; Use your fingers to count if you are making more than one point in the paraphrase
UNIT 9 EMPATHY Definition: *The ability to understand other people's feelings and problems* Lesson focus: Show support for others when they express frustration	When a friend or colleague is upset, frustrated, or worried about something	◦ Put emphasis on *know* and *mean* in *I <u>know</u> what you <u>mean</u>* ◦ Put emphasis on *that* in *You can say <u>that</u> again* and *Isn't <u>that</u> the truth!* ◦ Use a neutral tone in empathetic responses when you don't feel the same way	Tilt your head to show compassion; Furrow your brows to show concern and caring; Nod to indicate understanding
UNIT 10 ENTHUSIASM Definition: *A strong feeling of interest and enjoyment about something* Lesson focus: Respond emphatically to what others say	When a friend or colleague shares interesting, surprising, or positive news	◦ Use short-form questions with rising intonation and emphatic stress to show interest or to express surprise (*<u>Is</u> it?; You <u>do</u>?*) ◦ Use negative short-form statements with falling intonation to express shock (*He doesn't!*)	To show interest, raise your eyebrows and smile; To show shock and surprise, open your eyes widely and open your mouth slightly

SOFT SKILLS BOOSTER (Optional)

The Soft Skills Booster helps develop the soft skills increasingly valued and required by employers to ensure employees' effective interaction with colleagues, management, partners, and clients in work settings. The target skills in the *Connectivity* 4 Soft Skills Booster also contribute to students' success in academic settings and in everyday life. Each unit focuses on one soft skill and helps students apply it in a Communication Activator exercise from the unit in the Student's Book. As students become proficient with each soft skill, they should be encouraged to use it in all speaking activities in order to maximize the quality of their relationships with others.

UNIT 1 Soft skill: COMMUNICATION

Ask for clarification and repetition to avoid misunderstandings

(For Exercise B, page 9)

A **Use these expressions to ask for clarification or repetition. Listen and repeat each one.**

TIP: Asking for clarification or repetition can head off misunderstandings that interfere with good communication on the job and in other settings.

Asking for clarification	Asking for repetition
I'm afraid I don't quite understand.	Sorry, what was that?
What do you mean by ___ ?	Sorry, I missed that.
Sorry, but are you saying ___ ?	Could you say that again?
Let me make sure I understand. Do you mean ___ ?	Could you run that by me one more time?
	Sorry, I missed the (first / last) part.

B **PAIR WORK | Take turns reading a prompt aloud. Your partner practices asking for clarification or repetition. Use expressions from Exercise A.**

People have no respect for the environment.	A lot of people are mean to animals.	I don't think it's anyone's business how someone else treats his or her pet.
I think it would be better if all drugs were legal.	I don't know why it's a problem if parents let their little children run around in a restaurant.	Most people spend way too much time in front of screens.
If people carpooled, there would be less air pollution in the cities.	Too many people don't wear masks when a contagious disease is going around.	Education used to be better when our parents were in school.
People should speak up if they see teenagers misbehaving.	Family members should talk through their problems.	If someone cheats on a test, that's not my problem.

C **Now practice asking for clarification and repetition as you do Exercise B on page 9.**

UNIT 2 Soft skill: ACTIVE LISTENING Ask for examples to show interest

(For Exercise B, page 15)

TIP: Ask for examples when you listen to someone in order to show your interest in what he or she is saying. This builds mutual respect.

A **Use these expressions to ask for and provide examples during a discussion. Listen and repeat each one.**

Asking for examples	Providing examples
For example?	For example, . . .
Which ones, for example?	Such as . . .
Such as?	For instance, . . .
For instance?	Like . . .
Like who? / what? / where?	

B **PAIR WORK | Take turns reading a statement. Your partner asks for examples and you provide some. Use expressions from Exercise A.**

I've been listening to a lot of great new music lately.	There are some really annoying shows on TV these days.	There are a lot of musicians I'd love to see in concert someday.
I've seen some wonderful performers at the street markets on the weekends.	I've seen some fantastic movies recently.	There are some great museums and art galleries in this town.
There are some very funny shows on TV this year.	I would love to be able to play an instrument in my free time.	The only performing I do is singing my favorite songs in the shower.
I've read some really good books lately.	There are so many musicals and plays I'd like to see.	Your own idea:

C **Now practice asking for and giving examples as you do Exercise B on page 15.**

UNIT 3 Soft skill: RESPECTFULNESS

Ask for and provide reasons when discussing opinions

(For Exercise C, page 33)

A **Use these expressions to ask for and provide reasons for opinions in a discussion. Listen and repeat each one.**

TIP: When you ask people to explain the reasons behind their opinions, you demonstrate respect for their thinking. This helps build good relationships with others.

Asking for reasons	Providing reasons
Why do you say that?	I say that because . . .
What makes you say that?	From what I can see . . .
What are you basing that on?	Well, in my experience . . .
How come you think that?	

B **PAIR WORK | Take turns using one or more of the choices in each prompt to express your opinion. Your partner asks for your reasons and you respond. Use expressions from Exercise A.**

I think that . . .
- ☐ charity begins at home.
- ☐ it's important to help people all over the world.
- ☐ [another idea]

I think that the environment . . .
- ☐ is the most important cause to donate to now.
- ☐ is one of many important causes.
- ☐ should be supported by the government, not by individuals like me.
- ☐ [another idea]

In general, I think deep down most people are basically . . .
- ☐ selfish and greedy.
- ☐ giving and generous.
- ☐ [another idea]

Generally, I believe most charities . . .
- ☐ do an excellent job.
- ☐ spend too much money on advertising and administration.
- ☐ [another idea]

I prefer to help others by . . .
- ☐ fundraising and donating money.
- ☐ volunteering my time.
- ☐ [another idea]

I think the medical clinics in our city are . . .
- ☐ excellent.
- ☐ getting better.
- ☐ in need of major donations.
- ☐ [another idea]

I think that children . . .
- ☐ should learn about giving back to others from a young age.
- ☐ should not worry about the world's problems.
- ☐ [another idea]

In general, I think museums are . . .
- ☐ an important part of the community that we need to support.
- ☐ not a top priority for charitable giving.
- ☐ [another idea]

If a friend asks me to donate to a charity they support . . .
- ☐ I try to chip in as much as I can.
- ☐ I learn more about the charity before deciding whether to donate.
- ☐ I usually don't have money in my budget to donate to charity.
- ☐ [another idea]

Your own idea:

C **Now practice asking for and giving reasons as you do Exercise C on page 33.**

UNIT 4 Soft skill: TEAMWORK — Encourage a positive exchange of opinions

(For Exercise B, page 41)

A **Use these expressions to agree strongly or disagree politely with your partner. Listen and repeat each one.**

TIP: When you are honest and polite in agreeing or disagreeing with someone's opinion, it builds a positive tone within a team.

Agreeing strongly	Disagreeing politely
I totally agree.	I actually disagree with that.
I couldn't agree more.	I don't actually see it that way.
You're so right about that.	Do you really think so?
You're absolutely right.	Hmm. I'll have to think about that.

B **PAIR WORK | Take turns reading the prompts below to your partner and agreeing or disagreeing. Use the expressions from Exercise A.**

I think that extreme diets are dangerous and unhealthy.	I worry about the sterilization of tools in beauty salons. It's too easy to get an infection from dirty tools!	It's fun to experiment with new beauty treatments like vampire facials. Why not?
I wouldn't get a fish pedicure if you paid me! It seems cruel to the fish!	Tooth whitening looks great but I think it can be harmful to your teeth.	Dyeing your hair at home is too risky. If you damage your hair it can be a disaster!
I think that most skin care products don't do anything. They're just a waste of money.	Face yoga seems like the safest way to keep your face young-looking.	I think tanning salons are dangerous and dumb.
Parents should get cosmetic surgery for their kids if it'll make them look more attractive.	I would only try beauty treatments that are temporary—never anything permanent!	Your own idea:

C **Now practice agreeing and disagreeing as you do Exercise B on page 41.**

UNIT 5 Soft skill: PROBLEM SOLVING

Work together to identify and solve problems

(For Exercise B, page 53)

A **Use these expressions to complain about a situation and respond during a discussion. These expressions will encourage agreement or disagreement and contribute to solving the problem. Listen and repeat each one.**

TIP: It's important to identify a problem in order to collaborate on a solution.

Stating a problem	Suggesting a solution
It's awful how . . .	I really wish they would . . .
I just can't believe how . . .	Why can't / don't they . . . ?
It's inexcusable that . . .	I don't see why they can't / don't . . .
I think it's shocking that . . .	The thing they need to do is . . .

B **PAIR WORK | Take turns using the prompts below to practice stating a problem and suggesting solutions. Use expressions from Exercise A.**

A: ..... there are so few green spaces in our neighborhood.
B: I agree. ..... build a park with some trees and grass so we can escape from city life a little bit?

B: ..... the traffic seems to be getting worse and worse.
A: I totally agree. ..... attract more high-tech companies to move to town.

A: ..... this city has become so polluted.
B: I totally agree. ..... put more bike lanes on the streets so more people will get around by bike.

B: ..... the buses are never on time.
A: You're right. ..... plan the bus schedules more carefully.

A: ..... the streets are so unsafe for pedestrians. It feels dangerous to walk anywhere around here.
B: I couldn't agree more. ..... add more sidewalks or a pedestrian overpass.

B: ..... there is nowhere around here for young children to play.
A: You're right about that. ..... find more places for playgrounds.

A: ..... we don't have anywhere to socialize with our neighbors. I feel like I don't know anyone else who lives here.
B: I agree. ..... add some public benches on the sidewalks where people can sit and talk.

B: ..... housing has become so expensive.
A: Yeah. ..... build more affordable housing?

A: ..... crime has gotten to be such a big problem.
B: You're absolutely right. ..... get more streetlights and security cameras on the streets.

B: ..... there is no local grocery store in our neighborhood.
A: I totally agree. ..... start a community garden.

C **Now practice stating problems and responding as you do Exercise B on page 53.**

UNIT 6 Soft skill: CRITICAL THINKING

Provide reasons for positive and negative opinions

(For Exercise B, page 65)

A **Use these expressions in a discussion to state a positive or negative opinion. Follow each opinion with reasons. Listen and repeat each one.**

TIP: When opinions are supported by logical reasons, they are more easily accepted by others.

Stating a positive opinion	Stating a negative opinion
I strongly support ___ because . . .	I strongly oppose ___ because . . .
I'm very much in favor of ___ for the following reason(s): . . .	I'm very much against ___ for the following reason(s): . . .
I'm all for ___ .	I'm totally against ___ .
I think ___ is only right.	I think ___ is just plain wrong.
I believe ___ is the right thing to do.	I just don't think ___ is right.

B **PAIR WORK | Take turns stating opinions for or against the issues below and providing a reason or reasons for your opinion. Respond to your partner by agreeing or disagreeing and providing *your* reasons. Use expressions from Exercise A.**

> "I strongly oppose spending tax money to protect species from extinction because there are other things more important to invest in."

spending tax money to protect species from extinction	giving tax breaks to people who use renewable energy resources	getting rid of invasive species that are not native to a habitat
protecting animals by putting endangered species in zoos	allowing animals that are dangerous to humans to go extinct	letting people poach animals for their skins or ivory
setting aside natural wildlife areas where animals can be protected	banning the use of plastic packaging that ends up in the ocean	limiting how much people can fish or hunt certain animals
letting farmers clear forests	taxing companies when they pollute	Your own idea:

C **Now practice supporting positive and negative opinions with reasons as you do Exercise B on page 65.**

UNIT 7 Soft skill: LEADERSHIP

Invite others to express their agreement with your ideas

(For Exercise C, page 75)

A **Use these expressions to ask others to agree with you in a discussion. Listen and repeat each one.**

TIP: Build consensus by inviting people to agree with your reasonable ideas.

Asking for agreement		
Don't you agree (that) ___ ?	Wouldn't you agree (that) ___ ?	___ , wouldn't you say?
Don't you think (that) ___ ?	Wouldn't you say (that) ___ ?	___ , don't you think?
Don't you feel (that) ___ ?	___ , don't you agree?	

B **PAIR WORK | Take turns using the prompts below to ask for agreement, using expressions from Exercise A. Respond to your partner by agreeing or disagreeing.**

shopping with a list helps you make sure you only buy things you need	it's silly to spend a lot of money on clothing	shopping can be an addiction
you should always pay your credit card bills in full every month so you don't go into debt	it's OK to splurge on luxury items once in a while	it's smart to comparison shop before you make a purchase
window shopping is the best kind of shopping because you don't spend any money	it's better to spend money on restaurants and travel than on clothes and jewelry	it's OK to buy things on impulse as long as they aren't very expensive
stores have sales and special offers just to get you to come into the store and buy something	it's always worth looking for bargains when there's a sale	Your own idea:

C **Now practice asking for agreement as you do Exercise C on page 75.**

UNIT 8 Soft skill: OPEN-MINDEDNESS

Paraphrase another person's opinion to confirm your understanding

(For Exercise B, page 87)

A **Confirm your understanding by using the expressions on the left to paraphrase or summarize another's opinions during a discussion. Use the expressions on the right to confirm the accuracy of the paraphrasing. Listen and repeat each one.**

TIP: When you paraphrase what people say, it reassures them that you are sincerely trying to understand their point of view. This makes them feel you are "on their side" even if you ultimately don't agree.

Paraphrasing an opinion	Responding
So what you're saying is . . .	That's right.
In other words, . . .	That's exactly what I'm saying.
So what you mean is . . .	
To put it another way, . . .	That's not quite what I meant.
So you're saying . . .	Not exactly. What I'm saying is . . .
If I understand what you're saying, you think . . .	

B **PAIR WORK | Take turns asking the questions below. Listen to your partner's answer and then paraphrase his or her opinion. Your partner will tell you if your paraphrasing was accurate or not. Use expressions from Exercise A.**

Who do you think should take care of young children when both parents work outside the home?	What do you think might be the pros and cons of living with your elderly parents?
What do you think might be the advantages and disadvantages of one parent staying home to take care of young children?	What do you think might be the benefits and difficulties of having many generations of the family living together in one house?
What do you think might be the pros and cons of being cared for by your children when you are elderly?	Who do you think should be responsible for tasks like making dinner and supervising homework?
What do you think might be the pros and cons of the government providing care for the elderly if they don't live with their children?	Your own idea:

C **Now practice paraphrasing your partner's opinions as you do Exercise B on page 87.**

UNIT 9 Soft skill: EMPATHY

Show support for others when they express frustration

(For Exercise B, page 99)

A **Use the expressions on the left to show frustration with a person, thing, or situation. Use the expressions on the right to respond. Expressing frustration and responding will make your discussion richer and more interesting. Listen and repeat each one.**

Expressing frustration	Responding with empathy when you feel the same way
I've had it with . . .	I know what you mean.
I'm fed up with . . .	You can say that again.
I've given up on . . .	Isn't that the truth!
I'm so sick of . . .	**Responding with empathy when you don't feel the same way**
I'm really tired of . . .	I'm not so sure I agree with that.
I'm sick and tired of . . .	I'm not so sure I'm with you on that.
	I'm not sure I understand.

TIP: Showing concern for others' frustration makes them feel supported whether or not you share the same frustration.

B **GROUP WORK | Complete the sentences below with an expression of frustration and the name of a person or thing indicated in parentheses. Then work in a small group. Take turns expressing frustration and responding. Use expressions from Exercise A.**

..... (express frustration) ..... (name of TV news show / journalist) .....'s really annoying.

..... (express frustration) ..... (name of newspaper / website) . . You can't believe anything they write.

..... (express frustration) ..... (name of politician) . . You can't trust anything ..... says.

..... (express frustration) ..... (product type / brand name) ads / commercials. They're ridiculous.

Your own idea:

..... (express frustration) ..... (name) ..... (reason) .

C **Now practice expressing frustration and responding with empathy as you do Exercise B on page 99.**

UNIT 10 Soft skill: ENTHUSIASM

Respond emphatically to what others say

(For Exercise B, page 109)

A **Use short emphatic questions and statements such as these to respond enthusiastically to what someone says. Listen and repeat each one.**

TIP: Responding emphatically to what others say makes them feel you are interested and involved in what they are saying.

To show interest	To express surprise	To express shock
Use short-form questions with rising intonation and emphatic stress, such as:	Use short-form questions with rising intonation and emphatic stress, such as:	Use negative short-form statements with falling intonation and emphatic stress, such as:
IS she?	You DO?	He DOESn't!
DID they?	They COULDn't?	You DIDn't!
IS it?	It WAS?	It DID'nt!

B **PAIR WORK | Take turns reading the prompts and using short-form questions and statements to show interest and surprise.**

Student A begins

A: I'm not the adventurous type, but I watch a lot of scary movies.
B: (Express surprise.)
A: Yes. I love them!

A: My brother loves doing extreme skiing.
B: (Express shock.)
A: Yes, and he goes incredibly fast.

A: I went rock climbing, and when I reached the top of the cliff, they couldn't get me down!
B: (Express surprise.)
A: No! They didn't know what to do!

A: The biggest risk I took was going mountain biking.
B: (Express surprise.) I've never thought mountain biking was particularly dangerous.
A: Me neither. But the path was slippery and rocky.

A: One time I went hiking alone, and I forgot to tell anyone where I was going.
B: (Express shock.)
A: Yeah, it was really dumb!

Student B begins

B: My brothers went bungee jumping last year.
A: (Show interest.)
B: Yeah, they had a great time. But it sounded terrifying!

B: It's a popular place for surfers in Hawaii.
A: (Show interest.)
B: Yeah, the waves can be very exciting.

B: At the amusement park there was a ride that went upside down.
A: (Express shock.)
B: Yeah, it was scary.

B: My friend drove on our roadtrip, and she's actually a pretty safe driver.
A: (Show interest.)
B: Yes, but she got a couple of parking tickets.

B: I went swimming with sharks once, and a shark swam right toward me!
A: (Express shock.)
B: Yes! I started to panic!

C **Now practice using short-form questions and statements as you do Exercise B on page 109.**

Student's Book Audio Script

UNIT 1

Page 2, Preview, Exercise A

A: You know what I heard about Elaine?
B: About Elaine? What? Did something happen to her?
A: Oh, no. Nothing like that. It's about what she did. To get Charlie into the Miller Academy.
B: But Charlie *did* get in, didn't he?
A: Yeah. He did. But listen to this. When Charlie was filling out his application to the school, she told him to say he'd gotten an award for community service—to give him an advantage over the other students applying, you know.
B: You mean it wasn't the truth? He *didn't* get an award?
A: Right. She just told Charlie to *say* he had. It was a lie. Can you believe it?
B: Wow. That's an awful lesson for Charlie—that it's OK to lie. And it's a risk too. What if the school finds out he hadn't gotten an award? Could there be consequences?
A: Possibly. They could kick Charlie out of the school.
B: Awful. You know, I hate to say it, but it affects the way I feel about Elaine.

Page 5, Lesson 1, Exercise D

Conversation 1

A: I'm so sorry, Laura. I was a little rude last night during dinner. I could have been more considerate.
B: Why? What did you do?
A: You didn't notice? You were telling me about your problems with your parents . . . and I hardly said a word.
B: Oh, no worries. I just had to get it off my chest. It's always the same old problems.
A: I know, but that doesn't make them easy . . . In any case, I'm really sorry. I think I was just tired, and I kind of checked out.

Conversation 2

A: Is Mack in? His door is closed.
B: Yes, he is. He's in his office.
A: Do you think he'd mind my going in? I need to talk to him about something.
B: Katherine? What's wrong? You sound worried.
A: Well, I had a little fender bender with the company van this morning. Nothing serious, but I need to let him know. I'm afraid he's going to be mad.
B: Mack? I doubt it. He's pretty easygoing . . . But, hey, are you OK?
A: Yeah, I'm fine. Thank goodness.

Conversation 3 (B = Brazilian Portuguese)

A: Hello?
B: Hi, Michael. José.
A: Hi, José. How's it going?
B: Good. Hey, Michael! I'm going to have to cancel our run this weekend. I need to stay home to paint the kitchen. My in-laws are coming from Brazil to spend a week with us next weekend. And there's just no other time for Daniela and me to do it.
A: That's OK. I think it was going to rain on Saturday, anyway.
B: Thanks for understanding. Maybe we can reschedule for some day next week before work?
A: Maybe so. Let me give you a call over the weekend when I know my schedule for next week.
B: Great. And I'm sorry.

Conversation 4

A: Oh, no! What time is it?
B: 3:15. Why?
A: The webinar on the new company software! I completely forgot!
B: What time did it start?
A: At 3:00.
B: Well, why don't you just log on now?
A: I'd better not. It's too late. Everyone will see when I log on. Better to make up an excuse.
B: Like what?
A: Like my Wi-Fi wasn't working? At least they won't think I'm not serious and just arrive late.
B: I don't know. You're a trustworthy person. It's never good to lie about these things. Anyone can make a mistake. Just say you're sorry you weren't there and ask whether it was recorded.

Conversation 5

A: Eliot, Theresa's been sneezing all afternoon, and now she's running a slight fever.
B: Really? Do you think she has the flu?
A: I doubt it. She had the flu shot last month. I think it's just a cold. It's been going around in her class.
B: Well, we'll have to keep her home tomorrow and see how she is. Can you possibly stay home with her?
A: I totally can't. Tomorrow's my presentation to the board.
B: Well, don't lose sleep over it. I'd actually like to stay home with her. I can use the time to catch up on my paperwork, and I'd love to keep Theresa company.
A: Are you sure?
B: Completely.

Conversation 6 (B = Spanish)

A: Hey, Veronica. What's wrong? You look like you just lost your best friend!
B: Well, nothing as serious as that, and it's not the end of the world, but I'm just feeling a little nervous right now.
A: How come?
B: Well, you know management changed at my office, right?
A: Yes, I did. Don't tell me you're going to lose your job.

B: No, nothing like that. But they're changing everyone's job responsibilities. And I'm going to have to work directly with customers instead of only with the sales reps. I'm not sure I'm cut out for that.

A: Well, I understand getting butterflies about a new position, but look on the bright side. It sounds like a promotion. Is it?

B: Actually, it is. But you know what a worrywart I am.

A: Well, you always roll with the punches. I'm sure they wouldn't give you this new job if they didn't think you were up to it.

B: You think?

A: I do. Don't be so modest. They know what a good job you always do.

Page 7, Lesson 2, Exercise G

Conversation 1 (A = Korean)

A: Hey, I'm a little worried about something.

B: What's up?

A: So, they just transferred Margaret from your group into ours, and she's already persuaded us to do this complicated project. I've heard she works around the clock. She comes in early and stays late. But is she going to expect everyone to work as much as she does?

B: Margaret? No way. She's helpful on projects and she works really well with others, so it'll be fine.

Conversation 2 (B = Spanish)

A: Rafael, how's the project going?

B: Don't ask. I'll never finish all this work! Peter never lets up!

A: Yeah, he's not exactly an easygoing boss!

B: You can say that again. He always asks me to work faster! I'm going as fast as I can!

Conversation 3

A: Hey, have you met Val's new boyfriend, Tim?

B: Yeah, I have. Very outgoing. Seems like a good guy.

A: That's not the impression I got!

B: What do you mean?

A: Well, he jokes around a lot.

B: What's wrong with that? Sounds like a real people person.

A: Well . . . his jokes just aren't that funny. He seems to want people to think he's smarter than they are. It's really annoying.

Pages 8–9, Lesson 3, Exercises D and E

Speaker 1

So I was in the school café between classes, and I saw my classmate Justin teasing my other classmate Taylor about doing homework during his lunch hour. I mean, he was practically bullying him, calling him a nerd and things. Taylor's a pretty serious student—studious and not very cool, and he's used to rolling with the punches, but I felt really bad for him and could imagine just how he felt. You know how it is. Kids can be really mean, especially when they're jealous of someone, and I actually think lots of kids *are* jealous of Taylor. What's worse was that there were two other students just sitting there and watching the whole thing go down. I just decided enough was enough, and I took Justin aside and told him to apologize to Taylor—told him to put himself in Taylor's shoes and imagine how he felt. Who knows? Maybe it won't change the way Justin acts, but at least I did *something*.
Emilie Jenkins, St. Louis

Speaker 2 (British English)

Don't get me wrong. My wife, Shellie, and I have a great relationship, but we sometimes get in arguments about the way we see others. She says I don't give people the benefit of the doubt, and if someone says something that I disagree with—especially in politics, for example—that I immediately jump to the conclusion the person is a bad person. . . . So here's an example. I have this friend, Joe, who's gonna vote for the Advance Party in the election. The Advance Party! Can you believe that? That party stands for some really bad stuff. They don't want tax money to go to the schools. Are you kidding? Give me a break. To me it's obvious that Joe doesn't care about children. How could a good person be in favor of a party that doesn't want kids to get a good education? Shellie says I'm way too judgmental, and just because he's gonna vote for the Advance Party doesn't automatically mean he doesn't like kids. He might have other good reasons to vote for them. She says I should just sit down with Joe and talk it through. Good old Shellie—always looking on the bright side of things. So I've told her OK because to tell you the truth I've known Joe for years, and he's always seemed to be such a decent person. Maybe I can *learn* to be more open-minded. That might be a good thing. You know, Shellie and I always have something to talk about and we're never bored with each other. You know what they say. Opposites attract.
Nelson Bowles, Kensington

Speaker 3

My son and daughter-in-law have two great kids, but if you don't mind my saying it, they don't seem to be concerned enough about teaching their children the importance of thinking about how their actions affect other people. I mean, they sometimes seem indifferent about their children's behavior. Here's an example of what I mean. We all had a picnic in the park last week, and when the kids finished their ice cream, they just left the paper wrappers on the ground instead of putting them in the trash can. My daughter-in-law picked them up and threw them away. Now I don't want to be judgmental; my son and daughter-in-law are good parents, but they have so much on their plate, with two jobs and two kids. It's understandable that they just want to have fun when they're out together. I truly get that. But I identified with the *other* people who want to enjoy the park and imagined how this would affect them. This could have been a teachable moment. My daughter-in-law, or my son, should have insisted the kids throw the wrappers away and encouraged them to understand how leaving garbage around hurts other people who want to use the park. I didn't want to be a meddlesome mother-in-law, so I kept my mouth shut. But next time I'm alone with the kids, you can bet I won't let that behavior go by without talking to them about how important it is to put themselves in other people's shoes and imagine what the park would be like if everyone left their garbage on the ground. . . . Just trying to be a good grandma with empathetic grandchildren.
Lyn Fazio, New Haven

UNIT 2

Page 12, Preview, Exercise A

Did you know that Ludwig van Beethoven started playing the piano before he was four years old? By the time he was twelve, he had already composed his first piece of music. He went on to become one of the world's greatest composers, and his music is still enjoyed by millions of people all over the world today. He was imaginative and extremely gifted, producing music with a new sound that moved people's emotions. They say he could be quite difficult to be with, though. For example, if a few people talked at a concert while he was conducting his music, he would stop performing and walk off. He was supposed to have had a terrible temper. He once became so angry at a server while eating dinner at a restaurant that he emptied a plate of food over the poor man's head! But believe it or not, his friends always forgave him for his bad behavior.

Page 17, Lesson 2, Exercise G

Conversation 1 (A = Spanish)

A: So, what have you been doing for entertainment lately?
B: Me? Actually, I've been taking virtual museum tours. You can see some great collections of art online.
A: Really? I've never thought of doing that.
B: I especially love visiting the Museum of Modern Art in New York. Their permanent collection is so unique.
A: That's not really for me. I find art museums way too serious. I prefer doing something more upbeat like watching video clips of my favorite performers—like Bruno Mars or Rihanna. That's more my style.

Conversation 2

A: Hey, are you familiar with the song "Yesterday"?
B: You mean that old Beatles' song from the 1960s?
A: That's the one. I've been listening to it lately, and I find it really moving.
B: You do?
A: You mean it doesn't touch you emotionally?
B: Not particularly. To me, the lyrics are way too sentimental.
A: What about the melody, though? You don't care for that either?
B: Not really. I mean, the song just seems so serious.

Conversation 3 (B = Brazilian Portuguese)

A: So are you from Brazil?
B: Yes, I am.
A: I really love movies by the director Carlos Diegues. Don't you?
B: He's a Brazilian classic. But to be honest, I'm not that crazy about his films, even though I'm Brazilian.
A: You're kidding. Why not?
B: For my taste, his work is a little dated. I prefer more contemporary directors like Kátia Lund.
A: I'm not familiar with her work.
B: You should check her out.

Conversation 4 (B = Russian)

A: You know whose music I really love? Peter Tosh. He was so great.
B: Oh, you like reggae?
A: Crazy about it! It's so danceable—it always makes me want to get up and move.
B: Not me. No offense, but I find it hard to listen to. It's always the same beat over and over again. Every song sounds the same. After a while it just drives me crazy.
A: Wow, I don't see it that way at all.
B: When I hear reggae, I just want to turn it off. I'd much rather listen to pop or rock. They're not repetitive at all.

Pages 20–21, Lesson 4, Exercises D and E

(HOST = British English)

HOST: Good morning. This is Judith Harper, and I'm happy to welcome Bruce Tyler to the show today. Mr. Tyler is a corporate creativity consultant, and he's going to tell us about how creativity training has been changing the workplace as we know it. So, Bruce, what is creativity training?
BRUCE: Thanks for having me, Judith. So, we all tend to come to a new job with a set way of thinking and doing things. But in a constantly changing world, today's companies are looking for new ways to solve problems and meet the challenges of running a successful business.
HOST: What are some of those challenges?
BRUCE: So, in a global economy, there's much more competition than in the past. For example, maintaining customer loyalty's a concern for all companies.
HOST: Well, Google and Nike are two companies that are well known for encouraging creativity in their employees. Tell us about that.
BRUCE: That's right. What they've been doing for years now is thinking outside the box—coming up with new practices that encourage creative thinking and problem solving. This has made them highly attractive to job-seekers looking for an exciting and inspiring company culture.
HOST: And of course when employees are excited about their work, that's good for the company.
BRUCE: Right. As a matter of fact, in 2004, Google began encouraging employees to spend 20% of their workday time on what the company calls "Google passion projects." This was so successful that the practice led to innovations such as Gmail and Google Chat, among others. So they've been pretty pleased with the results, and they continue that practice today.
HOST: So what do they specifically ask employees to do?
BRUCE: Well, for one thing, they encourage them to be open-minded—to set aside the common belief that there's only one correct answer—and instead to listen to their colleagues' ideas and contribute their own fresh ideas and perspectives.
HOST: Interesting.

BRUCE: In fact, employees are encouraged to take risks—to not be frightened of failure or being wrong.

HOST: I imagine they want to see a lot of brainstorming for ideas, right?

BRUCE: Exactly. When employees freely brainstorm with their colleagues, a lot more ideas can be laid on the table for consideration. Everyone's got different ideas, but—as they say—two heads are always better than one.

HOST: Or three or four . . .

BRUCE: Or even more. Rather than pigeonholing employees according to their job descriptions, employees are urged to use their talents and strengths to meet the company's challenges. That means everyone is included in the creative process.

HOST: So aside from the Google 20% goal—to spend 20% of worktime on "passion projects"—how can companies make this kind of change in company culture and atmosphere?

BRUCE: Well, as Steve Jobs, the founder of Apple, once said, "Creativity is just connecting things." These companies want an inclusive team environment—with opportunities for more face-to-face interaction.

HOST: Of course. I imagine companies will want to change the traditional corporate office design where employees are so focused on their daily tasks that they may not chat with their colleagues until lunchtime or at coffee breaks.

BRUCE: That's right. In a company that values creative thinking and problem solving, all employees' ideas are appreciated. And what these companies want is to see interaction between colleagues. One employee's idea sparks another.

HOST: I know many companies have been creating inspiring work environments that facilitate creativity.

BRUCE: Exactly. Instead of providing individual private offices, they design more open spaces so colleagues can interact more. Tables and chairs in conference rooms are replaced with sofas and comfortable armchairs. Some companies decorate the office with inspirational art. Some even pipe in music. They want their employees to feel inspired to think creatively.

HOST: That makes sense.

BRUCE: In addition, meetings are accompanied by colored markers, sticky notes . . . anything that helps create a stimulating atmosphere that's more like play than work . . . Another common practice is role-playing. For example, employees may play the role of a customer so they can carefully think through what the typical customer is looking for, or wants or needs.

HOST: And I notice some companies are offering perks like gym memberships, meditation, and yoga classes . . .

BRUCE: Right. Anything that will reduce stress and help staff think freely. Some companies are taking meetings offsite, like in a local coffee shop . . . or they have "walking" meetings where small groups of employees walk and talk together outdoors.

HOST: So they must believe there are concrete benefits to doing these practices, no?

BRUCE: Oh definitely. A creative workforce is flexible and—when necessary—can make changes quickly. For their employees, they develop a sense of independence and a sense of achievement.

HOST: Well, I'm afraid our time is up. Thank you so much for joining us today.

UNIT 3

Page 24, Preview, Exercise A

A: Hmm. I don't recognize that number. Well, OK. Hello?

B: Hello. May I speak to Lorraine Becker?

A: This is she.

B: Oh, good evening, Ms. Becker. I'm calling from the Animal Protection League.

A: (sighs)

B: Is this a good time for you to talk?

A: Well, actually I'm running late for an appointment.

B: No worries. I'll only take a minute. We're opening a shelter for abused animals and I'm wondering if you would be willing to donate to the shelter this evening.

A: I'm sorry. I don't accept solicitations over the phone. Have you got a website? I'd be happy to look at it and decide whether I want to contribute.

B: Certainly. It's animalprotectionleague.pet.

A: Thanks. I'll check it out.

B: That's great. Thank you for your time.

A: You're welcome. Goodbye.

C: Who was that, Lorraine?

A: Oh, just some guy asking for money. I'm so sick and tired of people asking for money. Especially on the phone. I mean how do you know it isn't some kind of scam?

C: What charity were they collecting for?

A: Some . . . animal shelter. The Animal Protection League.

C: The Animal Protection League? If so, I actually *would* like to contribute something. They're building this new shelter downtown, and the kids have been asking to go there to see the animals and maybe even to volunteer there after school.

A: Oh, so you've heard of this place?

C: Definitely. You know, I *am* going to contribute. It's a good investment in the community. And it's good for the kids to see us being generous and charitable. It's an opportunity to build their values, right?

Page 32, Lesson 4, Exercises C, D, and E

(Tina = Spanish)

TINA: Grace! I didn't know you'd be here this evening. Hi!

GRACE: Hi, Tina! Tina, I'd like you to meet my cousin, Walter Neel. Walter, this is Tina Nash.

TINA: Hi, Walter. Nice to meet you.

WALTER: Same here.

GRACE: Walter, I know you'll be interested in this. Tina's just started working at a company called No Kidding. She's Director of Development, involved mostly in fundraising.

WALTER: No Kidding? What an unusual name for a company. What kind of business is it?

TINA: It's actually a charitable organization. We give goats to children. As gifts.

WALTER: That sounds kind of interesting. Why do you do that?

TINA: Well, the goal is to lift rural farming families—families who live in extreme poverty—out of poverty. Many of these families have no income and don't have enough to eat. Their children often don't get enough nutrients to develop and grow. In some cases, malnutrition can be so severe that they die.

WALTER: Where are these families?

TINA: Well, rural poverty exists all over the world. Our organization, No Kidding, currently operates in several places: the Philippines, sub-Saharan Africa, and the Indian subcontinent. But there are organizations like ours that operate in other regions too.

WALTER: So . . . you mean you give the people goats to eat? Wouldn't it be easier just to give them food, or *money* to buy food? I don't get it.

GRACE: No, Walter. They give them a goat—or goats—so, for one thing, they can use the milk, or make cheese from the milk. Since lots of rural poor suffer from malnutrition, that milk can really help.

WALTER: OK. But isn't the goat just one more mouth to feed? I'm not sure I'm seeing the big picture here.

TINA: So many of these families are subsistence farmers—they have a little garden where they grow some beans or potatoes—just barely enough to feed themselves, to subsist. In most cases, the soil isn't very fertile so there often isn't enough food to go around. It turns out the manure the goats produce adds to the fertility of the soil and this increases the amount of food the gardens can produce—alleviating the children's malnutrition.

GRACE: And that's not all. If the families get more than one goat, the goats can produce kids . . .

WALTER: Oh! Now I get the name, No Kidding!—it's for the kids, the baby goats. Hmm, and I guess for the kids, meaning the children too.

TINA: You catch on quickly. And when the goats produce offspring—the baby goats, the "kids"—they can provide meat for the family, greatly reducing hunger. Or, as the number of goats increases, those animals can be sold, providing the family with an income—in some cases for the first time.

WALTER: So it's a win-win situation—it increases soil fertility, decreases malnutrition, and provides a means for families to become financially independent.

TINA: Yes, and more than that. Many families move beyond simple independence. Some even thrive and create their own small businesses—selling animals, meat, milk, and cheese. You get the idea.

WALTER: So . . . you're the director of development and raise funds. Who provides the money for all this?

TINA: I thought you'd never ask! Generous, charitable people who are fortunate enough to have income above what they use for their own needs. We ask people to donate money to buy the goats and we distribute the goats to families in need in our areas of operation.

WALTER: Who are your main contributors?

TINA: Actually, it's really cool, and you don't need to be rich to afford to donate. For a small amount of money, about $50, you can provide one goat. Or, of course, if you're really generous or well off, you can buy more than one—even many.

WALTER: That's really great. Almost anyone can afford to do this.

TINA: And another thing: It's becoming popular for people to give their kid a No Kidding goat gift certificate as a birthday present, and then their child can be the "donor" of the goat. We provide a nice booklet educating your child about the project, with some beautiful photos, and explain how the goat can help a family, or another child their own age, have a better life. Your child learns about the value of using money to help others, rather than just thinking of money as something they can use for toys, candy, or entertainment. And it helps them understand that not everyone lives as well as they do.

WALTER: Well, that's an important lesson. And it kills two birds with one stone—developing your child's generosity and directly helping alleviate hunger and poverty.

TINA: Well said, Walter!

WALTER: OK. Sign me up! My daughter Sara has a birthday next month. I was going to spend about $50 on a gift, but something with much less value than this. I see this as an investment in my daughter's future.

UNIT 4

Page 34, Preview, Exercise A

HOST: This is the first episode of *The Look*, a podcast about media. Today, we have a talk by psychologist Karl Mayer of Carville College. The lecture was given at the Downtown Professional Women's Association of Boston.

SPEAKER: So, the female ideal has changed significantly in the last century. If you look at fashion magazines from the past, you immediately notice that the fashion models you see in them would be considered overweight by today's standards. Over the last fifty years, models have been getting thinner and thinner, and we psychologists, as well as the general public, have become concerned that models might actually be starving themselves to achieve the super-thin look demanded by fashion designers. But this frightening trend has spread to the general population, and that super-thin look has now become the standard female body image that girls and women aspire to.

According to recent studies in the U.S., approximately 75% of women think they're too fat. Girls between ages 11 to 17 say if they had only one wish, it would be to be thinner. And between the ages of 10 and 14, the percentage of girls who say they're happy with the way they look drops from 60% to 29%. 80% of ten-year-old girls are on diets.

Many wonder how this trend can be reversed, enabling women to again feel attractive with normal size bodies.

Page 36, Lesson 1, Exercise B

Conversation 1

A: Clare, can I run something by you?

B: Happy to help. What's on your mind?

A: So I need to decide on what to pack for the Cairo meeting. I'm giving the opening presentation. Can I run my choices by you?

B: Sure. That'll be fun.

A: OK. I just got this awesome blue and white print dress, but I'm not sure if it's right. It might be a little low cut. Have a look.

B: Hmm. What I love about the outfit is the little blue jacket. Very trendy. And the print on the dress is really cute. A nice contrast with the solid blue of the jacket. But, if you don't mind my saying, the dress is a little revealing for a professional meeting.

A: You're probably right. Here's another possibility. This blue skirt suit with the blue and white blouse.

B: Ooh. I like that. And the high neck is very modest. Very classy. Perfect for the presentation. You know, I think you've got to draw the line somewhere between fashion and a professional look. But, here's an idea. If you've got room in your luggage, take the dress along too. You never know. There might be a dinner or an evening event. You could always wear that then. You'll look smashing.

A: OK. That sounds like a plan. I'll take them both. End of story.

Conversation 2

MOM: Senior prom! You look great in your tux, Jason! Pick you up at midnight? Have fun! . . .

BOY: Thanks, Mom.

MOM: Herman, look at that kid over there! The one with the loud green tux. And no tie. Who wears a tux with no tie? How'd his parents let him go to the prom dressed like that?

DAD: I wouldn't read too much into the trendy funky-colored ones, Edith. It's just fashion. It doesn't mean much if you ask me. I always thought tuxedos felt like some kind of uniform. Why do they all have to be black and white? I mean, why?

MOM: Oh, look! It's an epidemic. There's another one with a green tux. At least he's got on a black tie. Call me old-fashioned, Herman, but I think there should be standards.

DAD: To tell you the truth, Edith, I think the green tux with the black bow tie is pretty darn attractive. Maybe *I'll* get one like that for Marie's wedding. What do you say?

MOM: You in a green tux? I don't think so.

DAD: Only kidding. But You know, Edith, don't get me wrong: I think the kids look great in their funky tuxes. Who cares, anyway?

MOM: You're right, Herman. I guess it's really none of our business.

Conversation 3

MAN: Can I help you, sir?

TEEN: Yes, please. I'd like to buy my father a tie. It's a birthday present, so I'd like to get him something really nice. Maybe something he wouldn't get for himself.

MAN: Certainly. Is it for a special occasion or just something casual?

TEEN: It's for the office.

MAN: Do you think he'd like a stripe or something in a solid color?

TEEN: I think striped, but something subdued. He doesn't like loud colors. He's a pretty conservative guy. It's sometimes a struggle to get things he feels comfortable wearing. He doesn't like to attract too much attention.

MAN: Understood. Let me show you something in a traditional stripe. Here's a nice one in dark blue and light yellow. Do you think he might like this?

TEEN: Actually, I think that yellow might be a little too loud for his taste. Do you have anything else in a blue?

MAN: Yes, I think so. What about this one?

TEEN: Hmm. I don't think he'd like that floral print. On second thought, maybe the solid would be the safest.

Page 42, Lesson 4, Exercises C and D

You may think that negative body image and low self-esteem based on appearance are largely limited to young women and girls. And you would be wrong. While it's well known that many women and girls suffer from negative body image, recent surveys of male body image found that 20 to 40% of men were unhappy with some aspect of their looks, including physical appearance, weight, and muscle size and tone. According to a recent poll, one in ten young men said that they were afraid of being seen wearing gym clothes, as these are more revealing than typical everyday attire.

David Frederick, assistant professor of psychology at Chapman University in California, and the lead author of a study of male body image, said that men's body image is an issue that often gets overlooked. In fact, gender differences in "body dissatisfaction" are shrinking, says Rick Gardner, professor emeritus of psychology at the University of Colorado in the U.S. "Men are increasingly bombarded by messages in the media related to weight and fitness," Gardner said. "And you rarely see a very overweight man in a TV ad or in a TV program or movie, unless the man is playing the role of a buffoon or a bad guy," he observed. The study found that men are as susceptible to the messages in the media as women are, internalizing those messages and assigning them enormous power over their self-image. The consequences of measuring oneself against the exceedingly thin and / or exceedingly muscular images of men that are presented as the masculine ideal in the media are similar to those for women: excessive exercise, constant dieting, and eating disorders such as anorexia nervosa, which causes people to almost stop eating entirely, starving themselves to greatly alter their natural and normal body weight.

Aside from the powerful messages of the media, what other factors are responsible for negative body image? We are all born feeling just fine about our bodies. How, when, and why does this healthy attitude change? At what point do we become self-conscious about our appearance? What causes us to think others are looking at us and judging how we look?

In addition to the well-known influence of media messages, investigations into the development of male negative body

image have implicated other causes: bullying and teasing in childhood and adolescence (being called too thin, too weak, or too fat), peer pressure among teenage boys to be physically "tough" and "strong," and our cultural tendency to judge people on their appearance. Negative body image should not be treated lightly. Body image is a major factor in our self-esteem. Low self-esteem has many negative effects, personal and professional. Without self-esteem, we lose self-confidence and are less likely to achieve our maximum happiness and potential.

It's incumbent on all of us to approach this serious topic with understanding and compassion and think about the ways we can offset the influence the media increasingly has over both women and men.

UNIT 5

Page 46, Preview, Exercise A

A: I can't believe it. Did you see that?
B: What?
A: That guy over there.
B: Where?
A: In that car that passed us. He just threw a bottle out the window.
B: You've got to be kidding. That's unbelievable.
A: That's the kind of thing that really ticks me off.
B: Me too. I mean, how much trouble is it to wait till you can throw something in the garbage?
A: No trouble at all, in my opinion.
B: It's like he thinks it's someone else's responsibility to clean up after him. I guess some people are just self-centered. They don't care about anyone but themselves.
A: And imagine if *everyone* just threw their litter on the street! It would make the neighborhood totally unlivable.
B: You're right.
A: And you know, the city has been no help. They're supposed to clean the street once a week. But when's the last time you actually saw anyone do that?
B: I don't even remember. But you know what I think?
A: What?
B: It's pointless to wait around for other people to change. What do you say we get together and organize a volunteer clean-up crew?
A: You mean, pick up litter ourselves?
B: Yeah. It could be fun. And we might get to know our neighbors better.
A: You know, that's actually not a bad idea.
B: Then, instead of just complaining about it, we can actually do something positive for our community.

Pages 52–53, Lesson 3, Exercises B, C, and D

KATE: Welcome, everyone, to the first meeting of the Neighborhood Improvement Committee, and thank you for volunteering your time to help improve our community. I'm Kate Hingle, and I'm the owner of Kate's Salons on Bremer Avenue and Jackson Street. I'm also honored to be your chairperson tonight. Our first order of business is to hear and record *your* ideas. If you could, please identify a problem that you think this committee needs to consider, and briefly share what you think might be an effective way to address that problem. Who would like to begin?

MR. GARRISON: Hi. Larry Garrison.

KATE: I hope you don't mind my asking you to speak directly into the mike so we can hear you more clearly?

MR. GARRISON: Of course. Is that better?

KATE: Perfect.

MR. GARRISON: Good evening. Larry Garrison. I'm a school teacher and I live on Thorne Avenue. For years, we've been seeing an increase in traffic and, understandably, the city has been focusing primarily on traffic management to address this. Unfortunately, the result has been bigger—and in my view, more dangerous—roadways. We've got some streets, like Owens Avenue for example, that still don't have sidewalks. And a good number of our sidewalks are badly in need of repair. Both situations are really dangerous for pedestrians. And then you've got very wide streets with multiple traffic lanes, like Queen Street for example, which are very difficult to cross on foot. I'm particularly concerned about my students who need to do that to get to school. And I'm worried about our older neighbors who need to cross that street to do their grocery shopping. I'd hate for anyone to get hit by a car. What I'd like to see is increased funding by the city in order to make our streets more pedestrian-friendly for our residents. I believe an important step would be to construct overpasses that would allow them to climb a flight of stairs and walk *over* Queen Street—and other major roadways like it—instead of having to deal with the dangers of fast-moving traffic. By the way, let me say how much I appreciate the city's adding bike lanes along Main Street and Lexington Avenue. I for one use them regularly. Thank you.

KATE: Thank you, Mr. Garrison. An important issue. Who's next?

MS. BELLINI: Hi. I'm Faye Bellini, and I'm a trainer at Lowe's Gym and Spa. I'm also a mom. My son Matthew is in the third grade at the First Street school. One of my passions is green spaces. A lack of greenery has long been an issue in our community. I think it's awful that we have no parks to speak of. You can walk long distances without seeing anything green—just streets and sidewalks. It's not only unattractive, but it's also unpleasant for all of us who call this neighborhood our home. I think it's absolutely crucial for people—and especially kids—to have well taken care of places they can go where they can see

trees and grass. I don't see why the city can't provide funding for the creation of a new park for our area. And I'd like to urge them to build more playgrounds for our kids—designed as mini-parks where our children can escape from city life. In addition, I would love to see the establishment of community gardens, where residents can actually grow their own vegetables and socialize with their neighbors. Thanks for listening.

KATE: Thank you, Ms. Bellini. Very interesting ideas. Our next speaker, please.

MR. HENSON: Good evening, Ms. Hingle. My name's Pete. Pete Henson. I'm 72 and I've been living in this neighborhood for . . . let's see . . . I'd say more than forty years.

KATE: Well, thank you for coming to the meeting, Mr. Henson.

MR. HENSON: Thank *you*. My concern is about security. We all know that there's been an increase in crime over the past decade, and I'd like to explore what we can do about that. It's a lot scarier walking around at night than it was thirty or forty years ago. So, one idea I have to improve safety is lighting. In my opinion, it's inexcusable that there's such a lack of adequate lighting where I live. For example, if you look at the area between Brand Avenue and Smith, it's clear that the city needs to put in more street lights. And why can't they put up more security cameras in that area too? Knowing that someone is looking out for us, and paying attention to our comfort and safety, would make many of us—especially older residents like me—feel a lot more confident about going out at night. And finally, I'd like to say how happy I am to see additional public benches being added along High Street. When people use outdoor seating to relax and socialize, we all feel a bit more comfortable in our own neighborhood. Thank you.

KATE: We appreciate your talking to us tonight, Mr. Henson. We need to listen to our long-time residents who have seen the neighborhood change over the years—both for the better and worse.

UNIT 6

Page 56, Preview, Exercise A

One of the most dramatic stories of the contribution of human activity to the extinction of an animal species is that of the passenger pigeon. Early European visitors to the U.S. amazed people back home with their descriptions of seeing thousands of passenger pigeons flying south for the winter. There were so many that they darkened the sky. Estimates put the passenger pigeon population in North America at about five billion.

Passenger pigeons were delicious to eat, and they were used for making a number of products, such as pillows and soft beds.

By the mid-1800s, the killing of passenger pigeons had become a large-scale commercial enterprise, supplying thousands of them to restaurants and factories in U.S. cities in the east. Around 300,000 pigeons were sent each year to New York City alone. In addition, about 250,000 pigeons were killed each year simply for sport.

As the country grew, more and more forests were cut down to create farmland. So the passenger pigeon's natural habitat and sources of food quickly decreased. And because female pigeons naturally only lay one egg a year, it became almost impossible for the passenger pigeon population to recover.

By the end of the 19th century, it was too late to save them. The last one died in a zoo in 1914—and the passenger pigeon was lost forever.

Page 58, Lesson 1, Exercise B

Conversation 1

A: Honey, there's this guy Ethan who works in the mailroom at the office.

B: Yeah?

A: Well, he's looking for a good home for his cat. Apparently his wife is allergic.

B: Uh-huh.

A: I felt sorry for the cat. So, I went over to his place, and the cat's amazing. And you know how much I've always wanted one . . .

B: Uh-oh.

A: No seriously. What would you think of adopting it and taking it in as our cat?

B: I'm not so sure. I've heard they shed and their hair gets all over everything—on the furniture, on your clothes . . . I couldn't put up with that. Who wants to clean up cat hair all the time?

A: Well, this one's a Siamese. They're not supposed to shed their hair as much as other cats. And you know, cats don't need much. They're pretty easy to take care of.

B: I suppose that's true. My grandmother had one. And I have to admit, her cat was very sweet and loving.

Conversation 2

A: Oh . . . isn't she a cutie?

B: I guess.

A: Look at her, with those long ears! Aren't you a cute wittle wabbit!

B: Look, I'm not so sure a wabbit—I mean a rabbit!—is a good idea.

A: C'mon. The kids would love her.

B: Yeah, and they'd scare her to death. Rabbits get frightened really easily, you know.

A: But the kids have always wanted a rabbit. And everyone says rabbits are great with kids. They're not dangerous at all.

B: Well, I suppose taking care of a rabbit would teach them a little responsibility.

A: I'm sure it would. They'd have to feed it every day. And they'd have to learn not to scare it.

Conversation 3

A: What would you think about getting a parrot?

B: What? You're kidding, right? You know they cost an arm and leg!

A: Who cares? They make great companions. Once they get used to you, they're really friendly and love attention.

B: I don't know . . . I've heard they can do a lot of damage. They like to chew on things, like wooden chairs.

A: Well, not if you keep them in a cage.

B: And I've heard they require a lot of care and attention. Between feeding them and cleaning the cage, it's a ton of work.

A: Well, just think about it, OK?

Conversation 4

A: You know, there have been three burglaries in our neighborhood in the last month. I think we should get a big watchdog.

B: Are you serious? We don't need a dog.

A: If we had a dog, and someone tried to break in, it would make a lot of noise and scare them away.

B: To be honest, I think a big dog would be more trouble than it's worth. It could be very hard to control. And then we'd have to worry about it hurting the kids.

A: Oh come on. It depends on the kind of dog you get. Most big dogs are active and fun-loving. They love to play with kids. And all dogs are very reliable and attentive to their owners—both adults and kids.

Pages 62–63, Lesson 3, Exercises C, D, and E

Part 1

In today's lecture, I want to talk about animal behavior. Much of animal behavior can be explained as instinct—that is, behavior that's already programmed into animals at birth. Instinct is animal behavior that does not need to be learned. For example, all animals instinctively reproduce and care for their young. And they instinctively behave in certain ways to survive in nature.

In terms of behavior, most animals fall into one of two categories. They're either generally predators—those that hunt other animals for food, or they're prey—those hunted by predators. And in fact, many animals actually play both roles in nature—they may be predators in some situations, and they can be another animal's prey in others. For those that are generally prey, instinct drives them to behave in ways that protect them from their predators in order to survive. For example, fish swim in huge schools, moving almost as one organism as they search for food. By traveling in a group, they can confuse their predators, making it more difficult for predators to pick off individual fish from the larger group. Predators tend to follow a school, waiting to eat those occasional fish that are not swimming in the group.

While some predators hunt for their food alone, many predators also often travel in groups—or packs. They work together, using their combined intelligence to single out their prey from the herd or the flock. This increases their chance of success and ensures their own survival. Hunting in a pack also makes it possible to kill prey that are larger than the predators. For example, while one lion might not be able to kill a young elephant alone, several lions hunting together could.

Another aspect of the predator / prey relationship is what is called a "fight or flight" response. When predators approach their prey, that prey may instinctively respond in one of two ways. Most will try to run away and escape as quickly as possible. That's called flight. However, if the animal can't do that, it will try to stand its ground, using hooves, horns, claws, or fangs to fight and drive the predator away.

Aside from causing animals to behave in ways that increase their survival, instinct also drives animals to accept the role of certain group members as either leaders or followers. In a herd, or even in a pack of predators, some animals are born to be more dominant than others and are driven to want to be the leader of the group. When there is more than one dominant animal, they will often fight each other to achieve that top position. The dominant ones are usually the strongest or the smartest. Their leadership helps protect the group, increasing its chances for survival.

Much instinctual social behavior can be seen in the animals that humans interact with regularly, including household pets. For example, the relationship between a dog and its owner can be easy or difficult, depending on whether the dog is dominant or not. In the case of parrots, in nature, their instincts drive them to live in flocks. In addition to the protection a flock provides, parrots interact with each other socially, seeking affection and taking care of each other. When a parrot becomes a pet, it begins to treat its owners as part of its flock, making them the object of the parrot's attention and affection.

Page 63, Lesson 3, Exercise G

Part 2

Now I mentioned instinct earlier. So let's examine the difference between instinctual behavior and learned behavior. Learned behavior, as opposed to instinct, is behavior that an animal has to learn through experience. In nature, young animals learn from observing older animals and through experimentation. For example, for wolves, hunting in packs comes from instinct. But they also use their intelligence to learn to hunt more successfully. They learn from experience—from their successes and failures—that some techniques work better than others.

And of course, we see this in animals that are trained by humans. For example, a dog obeys its owner's command to sit or come because it learns that when it does what the owner commands, it gets a reward such as food or affection. And because it's a dog's instinct to be part of a pack, dogs crave social interaction with the humans closest to them. As I mentioned earlier, whether a dog's instinct is to be dominant or not can affect its training. It can be difficult to live with a dominant dog. So a more dominant dog requires its human owner to clearly establish his or her own dominance over the dog—to show that the human is the one in charge—in order for the training to be successful.

UNIT 7

Page 68, Preview, Exercise A

A: Oh, no! I could kick myself!
B: About what?
A: You know how much I've been wanting to learn Spanish, right? Look at this great system for learning Spanish when you're sleeping. I could have gotten it for half price. Well, until yesterday, that is. It's not on sale anymore.
B: Oh, come on. Don't fall for that. You can't learn a language while you sleep.
A: I don't know. They say it's based on brain science. And it's risk-free. You get your money back if you don't learn. So it must be true.
B: Oh, Ellis. Don't be so gullible. That can't be true. Think about how long it took *me* to learn Spanish.
A: But this is a miracle method. You learned the old-fashioned way. In school. This method's supposed to be super-fast.
B: According to who? The company that sells it? How do you know that's true? It's well known that any new language takes plenty of study and practice.
A: I know. But I hate being forced to learn grammar. With this method, they say you don't have to.
B: Sorry. Learning a language takes work . . . Tell you what. I'll teach you Spanish myself! You'll learn fast.
A: You really mean it? I'd be willing to pay you for the lessons.
B: No way. It'll be fun!
A: Thanks, Sophie! I owe you one.

Page 70, Lesson 1, Exercise B

Conversation 1

A: Hey, Ross. Great sale, right?
B: Nina! Hi! I just got here. What are you looking for?
A: An air conditioner for our bedroom. Ours is broken. I've heard you can get them really cheap here. If so, I might buy one for the kids' bedroom too. Theirs is ancient!
B: Good luck!

Conversation 2

A: Isn't that stove gorgeous?
B: It really is. I wonder how expensive it is. There's no price on it.
A: That's intentional. They want you to go inside and ask.
B: Right. That way if you don't buy it, maybe they can talk you into something else.
A: Well, I'm sure it costs an arm and a leg. It's a good thing we don't need one.

Conversation 3

A: Hey, George. Isn't this the same shirt they were selling for $75 at Larson's? I've been checking everywhere to see if you can get it for less.
B: Actually, no. This one's short-sleeved. That's probably why it's cheaper. The long-sleeved one is the same price as at Larson's.
A: Too bad. But tell you what: I'm going to check online too. No reason to pay an arm and a leg if someone has it for less.

Conversation 4 (B = German)

A: Can I help you, ma'am?
B: No, thanks. I'm just looking.
A: Are you looking for anything in particular?
B: Not really. I'd just like to look around.
A: Certainly. Let me know if you need any help.
B: OK, I will. Thanks.

Page 76, Lesson 4, Exercise C

(SAREEMA = Southeastern Asian English)

REX: Good evening. I'm Rex Greene, moderator of tonight's program. We're all bombarded by advertisements from the moment we wake up till the moment our heads hit the pillow at night—on the radio and in podcasts, on TV, on highway billboards, and on almost every site we visit on the Internet. Many of us think we're not susceptible to those messages, but tonight two experts who know the ins and outs of advertising share with us the powerful messages embedded under the surface of ads—messages we as human beings are susceptible to precisely because they're not obvious to the eye or the ear.

Our two panelists are Sareema Asmar, former account executive of a well-known ad agency we can't name and Travis Bates, professor of behavioral science at Bellevue University right here in River City. Let's get right to it, and let's be informal, OK? Everyone's first-name tonight.

Let's start with Sareema. Sareema, could you please share with us what you think are the most powerful techniques in the advertiser's toolbox?

SAREEMA: Certainly, Rex. I hate to start with the negative, but in my experience, playing on people's hidden fears is an extremely powerful motivator to be used in promoting a product. If we're human, we have fears—about health and safety, about how we are seen by others, etc. You may remember that ad for Smart Toys? The ad implied that children who had these toys did better in school than kids who didn't have them. The ad made Smart Toys the hottest item last holiday season. It seems parents are all afraid their children won't be able to compete in today's world. The message in the ad was that these toys would put their kids head and shoulders ahead of others.

REX: And to you, Travis. What do you consider the most convincing strategy for an advertiser to use?

TRAVIS: Our research has demonstrated that nothing beats facts and figures in an ad. There are two general ways they're used: to prove something good about a product or to imply something bad about a competitor. For instance, if you're promoting a car you want young men who like

speed to buy, you can either say it's the fastest car from 0 to 100 kilometers per hour *or* you can show a clock and a speedometer as the car accelerates and prove just how fast it gets there. We've found that nothing is more convincing than that because seeing is believing and numbers don't lie. The most successful "facts and figures" ads show some sort of chart with the figures on other cars, implying that the other cars "aren't as good" to the client looking for speed. It might be that the other cars are superior in other ways, but by showing the relative speeds of all the cars, the advertiser implies that the car being advertised is the best. People are convinced by facts and figures because they prove things. That's why you see so many ads with "facts and figures" in them.

REX: Very interesting. Now a question for you both. I've read that two really effective persuasive techniques are testimonials and snob appeal. I'd like to know your thoughts on those two techniques.

SAREEMA: Travis, do you want to take one of those? Or should I start?

TRAVIS: You go ahead, Sareema, especially since you were known as "the queen of the testimonial" in your day.

SAREEMA: OK, so there are two kinds of testimonials: the "celebrity testimonial" and the "average guy or gal" testimonial. Celebrity testimonials have always been effective, especially for expensive luxury products. You see a famous movie star or a top-notch athlete endorsing a particular shampoo or a certain shoe by saying *they* always use them, and that gives the product a sense of value—we call it cachet—I mean, look at her hair. It's gorgeous. Or look at him run that race in those "technical" shoes. Using a product that famous people use implies that you're "in the know." But mind you, testimonials don't have to come from celebrities. Lots of products use testimonials from "ordinary people," no different from you or me. An average guy's endorsement of a product can make it popular, because . . . hey, if that family on TV loves Oscar Wiener hot dogs, my family'll like them too. Those people are like us. "Average guys'" testimonials can be extremely persuasive because they make a product seem down to earth and trustworthy. So, Travis? Would you like to say something about "snob appeal"?

TRAVIS: I would! It's amazing how susceptible most people are to snob appeal. Having this or that product will make others think you're—well, pick one: very rich, very elegant, very smart, very successful. Many, many products manipulate consumers into buying those products because people care a lot about how others see them. Snob appeal is often used for luxury brands of food or drinks. Imagine this ad: You hear soft music. You see elegant people at a private art exhibit at an upscale art gallery with beautiful abstract paintings on the wall. Couples are strolling through the exhibit and looking at the art, holding small demitasse cups of coffee set on tiny china saucers. You hear the voice-over: "What's the coffee served at the most elegant events in town? Chevalier! Nothing says elegance like Chevalier."

REX: Well, before I let you go, let's talk about one last technique: manipulating people's emotions—pulling on our heartstrings. Making us feel guilty about something. To me, the ads I see asking for money for mistreated and abandoned dogs or even more powerful—ads about children in poverty who need surgery and can't get it because they're so poor . . . ugh. I just can't walk away from those.

SAREEMA: Right. The "tearjerker" ads. You see those sad eyes—of the children or the animals—and the first thing you want to do is open your wallet. Many people are powerless to resist these powerful messages. And they make it seem like so little of a sacrifice. For just $1 a month or whatever, you can provide clothing and medical care to a child or shelter the poor abandoned dog. I'm not suggesting there's anything wrong with these ads, but it's interesting how similar they are to each other. And how well advertisers know they work.

REX: Well, please join me in thanking Sareema Asmar and Travis Bates for a really interesting panel.

Page 77, Lesson 4, Exercise D

Ad 1

A: Picture this. You're sitting in an outdoor café in Beverly Hills, watching the world go by. The sun is shining and the palm trees are swaying. You suddenly spot a familiar face at the table next to yours. You think, "Wait! I'd recognize that face anywhere." You don't realize you're staring. The man turns to you and says.

B: Hello there.

A: Hello! Aren't you . . . Dexter Barton?

B: I am.

A: I can't believe it. You're my favorite movie star.

B: Is that a bottle of Beverly Hills Fruit Punch you're drinking?

A: Uh, yes.

B: I always drink Beverly Hills Fruit Punch. I think I'll order one too. Let me call the waiter.

A: I'd be honored to pour you a glass from my bottle.

B: Ah! Nice. Very nice. You're very kind.

A: My pleasure.

Ad 2

A: You've been working very hard.

B: Yes, it's true.

A: And you're ready for something new.

B: How true.

A: And you're tired of driving what everyone else is driving.

B: Very true.

A: You want to live the good life now.

B: It's so true.

A: And you're ready to make your move.

B: Yes, yes! It's true!

A: Then isn't it time you drove a Bernard?
B: A Bernard.
A: Refined elegance. Classic looks. Beauty and grace. Not everyone drives a Bernard. But why shouldn't you? Are you ready?
B: Yes, I am.

Ad 3

Do you remember downtown's beautiful park—Green Hills? Well, have you been downtown recently? Have you seen the condition of the park? The way it looks, they should rename it Brown Hills. No grass. No athletic fields. Garbage strewn all over the picnic area. And do you remember those long summer days at the Green Hills pool? Well, those days are gone. The pool is closed permanently in need of repairs. They say the town just can't afford to maintain the park.

Well, you can help. If just 500 of us each donated $20, that would provide the funds to keep the park green and clean for a healthy summer this year. If you care about our town—and our kids—please find it in your heart to give a little, for so much summer fun. Phone numbers are at the bottom of your screen. Operators are standing by to take your pledge.

And thank you!

Ad 4

A: Honey, you're going to be late for the meeting!
B: Bye-bye, sweetie.
A: Bye-bye. Hey, wait a minute. Oh, phew! Your breath! I hate to ask you this, but did you remember to brush your teeth this morning?
B: Sure I did. What's wrong?
A: You can't go to the meeting like that. You'll lose your job!
B: Maybe it was something I ate.
C: Morning mouth. And they didn't even know. Don't let bad breath get in your way—don't let bad breath spoil your day. Nice-Mouth Mouthwash, five times a day, will make your breath smell fresh!
A: Honey, you're going to be late for the meeting!
B: Take care, sweetie.
A: Mmm. Much better.
B: Thank you, Nice-Mouth.
C: Nice-Mouth Mouthwash. Ninety percent of dentists surveyed worldwide say that regular use of Nice-Mouth freshens breath better—and longer—than other brands. So, what are you waiting for?

UNIT 8

Page 78, Preview, Exercise A

This is *World Update* and I'm Julieta Simms on today's changing family. The UN's World Health Organization reported today that in large parts of the world family size has been shrinking rapidly. What's responsible for this change? One important factor is that more and more women are staying in school for a longer time, and when women remain in school, they tend to marry later and have children later. Studies confirm that the more education women get, the smaller families they have. And it turns out that the longer they stay in school, the better their opportunities for employment. And as more and more women join the workforce, they are even less likely to marry young and have large families. This trend is occurring in all parts of the world where education is available and where the local culture doesn't discourage or prohibit the education of women. It will be interesting to see how families continue to change as the status of women changes in the future.

Page 81, Lesson 1, Exercise G

Speaker 1 (Southeastern Asian English)

There is a strong relationship between the education women get and the quality of medical care they receive. Research shows that mothers with more education are likely to receive better medical care when they have children. In Egypt, for example, about 75% of women with a secondary education receive medical care before having children. By contrast, only about 33% of women without an education receive medical care.

Speaker 2

In Japan, the average age that men get married is 28, and for women, it's around 26. Compared to other countries in the world, Japanese men and women seem to be getting married at a later age. According to a government study, the main reason Japanese marry at an older age is that they date each other longer. The study shows that, over the past fifteen years, the gap between a couple's first date and the time they get married has increased from two to three years.

Speaker 3 (Brazilian Portuguese)

New studies show a direct relationship between the number of years one stays in school and life expectancy. Worldwide, for every year beyond the age of 16 that students stay in school, they live an average of two additional years. According to a new United Nations report, this is compelling evidence for compulsory education past middle school.

Page 83, Lesson 2, Exercise C

Conversation 1 (B = German)

A: I believe in setting limits. I only give my kids one chance. If they break one of my rules, I ground them or take away their phone for a day. No exceptions. And no ifs, ands, or buts about it.
B: That's a little harsh, Marie. I think it's worthwhile to give kids the benefit of the doubt. Sometimes there are reasons for breaking the rules. I think it's important to talk with them to help them learn to be trustworthy and develop self-respect.

Conversation 2

A: Wanna go to Rock Town? The Bad Boys are playing at 10:00.
B: Uh, Lizzie, don't you have to be home by 11:00 on Fridays?
A: Well, I'm supposed to. But I'm getting tired of being told what to do. I'm not a kid anymore. I'm 16. I'll go home when I feel like it!

B: Well, I have an eleven o'clock curfew too—and I'm going home. What are you trying to prove? Your parents aren't so strict. And besides, they'll worry if you don't get home on time.

Conversation 3 (A = Arabic)

A: I'm so worried about my daughter.
B: Uh-oh. What's going on?
A: Well, she wants to learn how to drive.
B: Oh, yeah? How old is she?
A: 19.
B: Then what's the problem?
A: Oh, I don't know. What does she need to drive for? I mean—what if she gets in an accident?
B: But she's 19. Don't you think she's old enough to start learning how to take care of herself? Like driving herself to work or going shopping?
A: I'm just not comfortable with it. I could drive her anywhere she needs to go.
B: You know, you have to let your kids be adults at some point.

Conversation 4

A: Your friend Brad is a troublemaker.
B: Why do you think that?
A: Because he's always in trouble at school, that's why.
B: Why don't you have any respect for my friends? Just because you're an adult doesn't mean you're right about everything.
A: Young man, I don't like that tone of voice. You're grounded! No movies or trips to the mall for two weeks.

Conversation 5

A: Dad, I need a new phone. This one is like so out of date.
B: Audrey, that phone's only a year old. How can it be out of date?
A: It has the old camera and the small screen. It's not good for streaming or games. Everyone has the new XP.
B: That's ridiculous. I have the same phone as you. It's perfectly fine. Stop whining about it.
A: You know, if you loved me, you'd get me the new one. Here's the problem: I'm embarrassed to be walking around with this old thing. Don't you care?
B: As a matter of fact, I don't. It's about time you learned some values and stopped being so self-centered.

Conversation 6 (A = Brazilian Portuguese)

A: I'm not a worrywart about my kids. I think they can be trusted to do the right thing without my watching over them all the time.
B: You think so?
A: Yeah. Kids should be allowed to make their own decisions—what's the point of worrying? They need the freedom to make some mistakes. They'll figure it out as they go along.
B: Well, that's not how I see it. You need to be watching your kids 24/7, or they'll just get themselves into trouble.

Page 84, Lesson 3, Exercises A and B

My name is Arthur Brody, and I'm a member of the third generation of my family to live in the United States. They say, "the more things change, the more they stay the same." Well that's kind of how it is with the three generations of my family.

My grandpa Sam and my grandma Eva arrived in New York from Russia in 1920 when they were only 18, with only $5 in their pockets and their two-year-old baby, my dad, Ben, in their arms. Sam and Eva moved in with cousins from the old country who had immigrated to New York a few years before. They couldn't speak or read English and had had very little formal education.

They faced many difficulties. They lived in a crowded tenement building on New York's famous Lower East Side—it was the most crowded neighborhood on the planet—and most residents were immigrants from other countries like them.

Grandpa Sam found a job with a store that made pickles—the delicious cucumber pickles with a taste of the old country. His job was to push a cart through the streets selling those pickles. My grandmother worked at home as a milliner—making hats for more prosperous uptown ladies and cooking special dishes from the old country, which she sold to hard-working Russian immigrants homesick for a taste of home. Eva earned enough money for food and rent, and every penny Sam earned from the pickle trade was saved. Soon they were able to more into their own apartment.

Sam and Eva's story was the story of many immigrants to the U.S.: arrive with nothing, get an education, then prosper. They believed fervently in the importance of education and they encouraged Ben to study hard.

My dad went to medical school and became a successful doctor. He was always grateful to Sam and Eva, and they remained close until the end. My mom, Stella, is a doctor like my dad, and although we had a happy family, neither of them had much time for a home life. Out of necessity, they left the preparation of all our meals to a housekeeper. Our life was very different from the one my grandparents, Sam and Eva, had. A professional life often takes a lot of time away from family life.

I had always assumed that I would prepare for a profession like my parents'—the law or medicine, for example. So, I kind of went to law school without ever really thinking about it. Within one month I knew I wasn't cut out for law—not my style. When I told my parents I was going to drop out, they were shocked. What would I do for a living?

I truly didn't know. I had a series of jobs and earned enough to be independent of my parents to support myself while I figured out what I wanted. During that time, I met my future wife, Joan, who loved cooking and home life. In some ways, Joan reminded me of my grandma, Eva, who got so much pleasure out of cooking and preparing beautiful dishes. My wife Joan's dream was for us to be able to make a living in something related to food, but neither she nor I knew how to make this happen.

Over a year or two we saved and scraped together enough to buy a little farm north of New York City, where land doesn't cost an arm and a leg. We planted a vegetable garden, first just to save money on food, and then later began trying to

imagine how to make money from it. It was at about that time that farmers' markets began springing up everywhere and people rushed to buy locally grown food. One day, my wife and I were discussing what to do with our huge bumper crop of cucumbers from the garden. It suddenly dawned on me: pickles! We could make and sell pickles at our local farmers' market.

We did some research on the Internet for recipes for those old Russian-style pickles my grandpa Sam sold fifty years ago, and that day Joan and Arthur's Artisan Pickles was born. We were an immediate hit. We were always sold out by noon at the farmers' market. So, we branched out to other kinds of pickles: Italian *giardiniera*—a mixture of lots of garden veggies, and recently Vietnamese *do chua*—a mixture of daikon and carrot—but always in our signature artisan sour pickle brine of salt and vinegar . . . So delicious it makes my mouth water! It turns out everyone loves pickles of some sort—from German sauerkraut to Korean kimchi.

And the rest is history. Joan and Arthur's Artisan Pickles has been very successful, has brought us joy, and has earned us a good living.

Isn't it ironic, though? Grandpa Sam and Grandma Eva came to this country penniless and worked to move out of a life selling pickles. And look at me! As I said, the more things change, the more they stay the same.

UNIT 9

Page 90, Preview, Exercise A

The island of Rapa Nui—also known as Easter Island—is the most remote inhabited island in the world. Its stone figures are world famous. But where they came from is shrouded in mystery. Experts believe the stone figures may have been used to establish religious and political authority and power, but no one knows for sure. A total of 540 of the huge figures were moved somehow across the island from where they were made to where they stand today—some were moved as far as 22 kilometers. How did the people living on the island do that? Several experts believe that the figures could have been "walked" across the island by rocking them back and forth using ropes. Others suggest that the figures may have been rolled to their final locations on logs from trees that had been cut down. All experts point out that moving each figure would have required the help of seventy or more people and probably took days to achieve.

Page 92, Lesson 1, Exercise B

Conversation 1

A: I just got a call from Jade. She says she can't babysit for us tonight because her parents grounded her.

B: They grounded her? That's surprising. She's not the kind of kid who misbehaves.

A: Well, she must have done something. Her parents told her she has to stay home all this week.

B: I wonder what she did.

A: Maybe she stayed out after her curfew. I know her parents are pretty strict about that.

B: Could be. But it's still surprising. Jade is usually such a good kid.

Conversation 2

A: Are you OK?

B: Yeah, I'm fine. But I just got off the phone with Jack. Apparently he's in financial trouble.

A: Your brother? How can that be? He's got a great job.

B: Yeah, but he just told me he's drowning in debt. And he's been losing sleep worrying about it.

A: Well, I can't say I'm totally surprised. It's obvious that he's pretty impulsive about his spending.

B: Well, there's no question that's a big part of the problem now.

Conversation 3

A: Did you hear that Linda got her kids a puppy?

B: Are you serious? I know the kids were asking for one, but she told us there was no way she would ever agree to that.

A: That's true. She said a puppy was just too high-maintenance, and that they couldn't have one in their small apartment. But I suppose she decided that raising a puppy would be good for them.

B: I don't think that's it. She's a lot more lenient with her kids than we are. Clearly, she just gave them what they wanted.

Pages 96–97, Lesson 3, Exercises C, D, and E

(PETER = British English)

PETER: Welcome to *KFG Dayline*, and I'm Peter Janus. Our guest tonight is American journalist Hannah Falon. Good evening, Hannah, and welcome!

HANNAH: Good evening, Peter.

PETER: So, Hannah, you're quite famous for digging up some great stories about pranks and hoaxes and how people respond to them. I understand you have an amazing story to share with us tonight.

HANNAH: I do. This one's a doozy.

PETER: Brilliant! Do tell. But before you do that, could you say a word about the difference between a prank and a hoax?

HANNAH: Well, the difference is subtle—but basically a hoax is anything made up to fool people, sometimes for political motives, while a prank is like a practical joke to make a fool of someone—like putting salt in a sugar bowl, for instance.

PETER: I see. So go on please . . .

HANNAH: This is about UK journalist Oobah Butler, who some might call a professional prankster. I've actually met Oobah. He has a wonderful sense of the ridiculous, and he's been fooling people with some interesting pranks over the years that have attracted a lot of people's attention.

PETER: Wasn't he the one who opened a fake restaurant in London?

HANNAH: Exactly. We'll get to that in a minute. First off, Oobah was fascinated by the fake brand names that pop up in street markets in London. These so-called "knock offs" are much more affordable than the expensive designer clothes everyone wants to wear. One brand in particular, a brand of cheap jeans,

caught his eye. It was an obvious knock-off of the much more expensive jeans from world-famous Italian fashion designer Giorgio Armani. The brand name of the fake jeans was an Italian name that sounded similar to the real one. So Oobah decided to fool people into thinking that he was the designer of the knock-off jeans, and that he would use the fake brand name to try and get into Paris Fashion Week—a world-famous fashion event that attracts the best-known designers and models from around the world. And when he got in, he would present himself as the designer of the fake brand of jeans.

PETER: Uh-oh. This sounds interesting.

HANNAH: Yes. First, he created a fake website with a dot.com address for the fake brand.

PETER: Easy enough . . .

HANNAH: And then he had fake business cards made up.

PETER: Also not too difficult.

HANNAH: And then he bought a bunch of the fake jeans and off he went to Paris. Introducing himself as the designer, he shows up at the event and talks his way into getting an entrance pass.

PETER: Just like that? That's funny.

HANNAH: He's talking to fashion models and designers and everyone's complimenting him on his fake designer jeans—the ones he bought super cheap on a London street! And because he's participating in the event and introducing himself to everyone he sees, they're talking about him on the Internet, and the fake brand name is reaching people all over the world.

PETER: Wow. Clearly, everyone bought his story.

HANNAH: Totally. So when he gets back to London, he tries to track down the real creator of the fake brand name. And that turns out to be a man named Adam Patel, who immigrated to the UK from Zambia in 1972 and runs a tiny shop selling affordable jeans—all with a variety of fake brand names.

PETER: So what did Patel think about all this? He must have had a lot of questions!

HANNAH: Well, actually he thanked Oobah, because his fake brand never could have gotten all that attention on the Internet without Oobah's prank. It was good for his business.

PETER: Absolutely brilliant. He showed us how fake the world of fashion can be.

HANNAH: He did.

PETER: So now tell us about that restaurant.

HANNAH: OK. Well, before Oobah's career took off as a journalist, he wrote restaurant reviews for a well-known restaurant website, whose name I won't mention.

PETER: Indeed.

HANNAH: He was paid a small fee to write restaurant reviews that were posted on their website. This website had become what people considered to be one of the most reliable sources for information about restaurants. And the website rated restaurants from best to worst based on the reviews people posted there. But there was one problem. Oobah's reviews were always fake. He would just check out a restaurant's menu online, and he would choose a few dishes from the menu and write a review—but without actually tasting any food.

PETER: Unbelievable.

HANNAH: Yeah. So from this experience he realized how gullible people can be. It was too easy to fool people into thinking they were reading something real online—something that they believed was a reliable way to choose where to go out for dinner.

PETER: How interesting.

HANNAH: So Oobah came up with still another prank. Behind his house in London, he had a small shed—you know, a tiny building for storing things . . . and in front of the shed, a table and a few chairs. He decided to create a fake restaurant that he called The Shed at Dulwich.

PETER: Sounds like a top-notch restaurant.

HANNAH: That was the idea. And once again, like he did with the fake jeans, he designed a fake website.

PETER: Well, it worked the first time!

HANNAH: And he bought a cell phone he would use only to receive calls for reservations. Rather than give the restaurant an address, he only gave a street name. And you could get into the restaurant "by appointment only."

PETER: And no one found that a little fishy?

HANNAH: Believe it or not . . . no.

PETER: So he couldn't possibly have wanted anyone to suddenly show up at his house for a meal.

HANNAH: Exactly . . . And he created a fake menu. His restaurant's menu claimed that instead of serving meals, the restaurant served moods—such as happiness or love. The dishes included weird things like vegan clams and other strange stuff. First, he got the restaurant listed on Tripadvisor, and he had his friends write positive reviews about the food and the atmosphere.

PETER: All for a restaurant that didn't exist?

HANNAH: Totally. When calls and e-mails for reservations started coming in, he would tell people that the restaurant was booked for the next six months and they'd have to wait. Of course, that wasn't true since there was no actual restaurant. For some reason, the fact that it was so difficult to get reservations made the restaurant more desirable—people wanted to eat there even more. Locals, visitors from overseas, company CEOs, and celebrities were all calling the cell phone number, begging to get in to The Shed at Dulwich for family birthdays, romantic dates, company events . . .

PETER: That's hilarious!

HANNAH: And he began to post photos of some of the restaurant's dishes. While the photos were attractive, he actually made the food from things no one would ever want to eat, such as shaving cream and soap.

PETER: Oh, no!

HANNAH: So get this . . . After six months, The Shed at Dulwich was listed on the website as London's *Number. One. Restaurant*.

PETER: No way!

HANNAH: I kid you not. After that, the restaurant actually opened up for just one evening for several customers, including a couple visiting from the U.S. They were served cheap frozen dinners in Oobah's backyard, next to the shed.

PETER: They must have been pretty surprised!

HANNAH: But this is what I find incredible . . . a few said they wanted to come back again.

PETER: Wow. It just goes to show you how gullible people can be.

HANNAH: I know we don't have time for more, but sometime I'd love to tell you about how he fooled people again by talking his way onto a TV talk show as a fake celebrity.

PETER: I'd love that! Next time. Thank you so much, Hannah, for these entertaining, and enlightening, stories.

HANNAH: My pleasure, Peter.

UNIT 10

Page 100, Preview, Exercise A

A: Don't you need to take that?

B: Nah. It's my new boss. It can wait till tomorrow.

A: Really? What if it's urgent?

B: I don't know . . . But my workday ended over two hours ago. It's important for him to know that I'm not always on call. I'm entitled to have a life, aren't I?

A: Well, you're a lot more secure than I am. If I didn't pick up a call from my boss, I'd worry she'd think I was slacking off. How do you manage to stay so laid back?

B: I don't know if I'm particularly laid back. I just decided I have to set limits. I make sure my boss sees me giving the job my all during work hours, and then I just leave at the end of the day. If it were a true emergency, he would know how to get in touch. I just don't encourage him to contact me for every little thing.

A: That makes a lot of sense. I guess you have to draw the line somewhere.

Page 104, Lesson 2, Exercise B

Speaker 1

All I ever think about is work. I don't have anything to do in my free time that interests me! I wish I did.

Speaker 2 (Australian English)

There's this woman in my office who keeps telling me how to do things. It really gets on my nerves.

Speaker 3

I've been working so hard to get this report done in time. My boss said it was due tomorrow. I'm so stressed about it that I keep making mistakes. I spend too much time just correcting them all.

Speaker 4

I'm so tired. I've been working on this project for six hours now. I even skipped lunch.

Speaker 5 (Russian)

It seems like I'm always working or doing chores at home. I never have any time for myself when I can just relax and do absolutely nothing.

Speaker 6 (Arabic)

My boss is driving me crazy. She's always calling me at home when I'm spending time with my family. And today she told me she wants me to come to the office to work this weekend!

Page 108, Lesson 4, Exercises D and E

HOST: This is *Science Update*, and I'm Leonard Boyd. When you stop to think about it, people do a lot of strange things. We actually pay money for the thrill of watching scary movies. We enjoy going to amusement parks to ride roller coasters and other crazy rides for the thrill of it—going at high speeds and even getting turned upside down. And the list of extreme sports like bungee jumping, skydiving, or extreme skiing gets longer every year as the adventurous among us go out and face their greatest fears. And then of course, there are those of us—the faint of heart—who are way too afraid to do any of these things. Well, our guest today is Sue Franklin, professor of psychology at Miller University, an expert on this topic, and she's here to tell us about two personality types—the person who loves thrills and can't get enough of them—known as the "big T" personality—and the person who hates thrills and prefers to avoid them—the "small t" personality. Welcome, Sue Franklin.

PROFESSOR: Thank you.

HOST: Well, I know which one I am. I'm not the adventurous type at all.

PROFESSOR: That makes two of us.

HOST: So you're known for your work on what you call type-T analysis. What's that, and what does it tell us about human nature?

PROFESSOR: Well, type-T analysis is based on the work of psychologist Frank Farley, and it's a way of evaluating a person's risk-taking behavior. It measures how comfortable a person is with living on the edge. What Farley calls a big T personality is that of a person who likes taking risks. A big T likes living dangerously, whereas a small t does not. In fact, type-T analysis is more like a continuum—our personalities vary by degree from risk-taking to risk-avoidance. Most of us are willing to take *some* risks from time to time—but that doesn't necessarily mean we're true risk-takers. If you prefer certainty and routine, then you're most likely a small t. On the other hand, if you welcome the risk that comes with doing new things, then you're more likely to be a big T.

HOST: So what about the big-T's attraction to seeking thrills? What's that about?

PROFESSOR: Much of it is for the adrenaline rush—the thrill one feels physically from living dangerously. Big T's brains may actually need a higher level of stimulation than small t's brains do. So the risks big Ts take may provide that necessary stimulation.

HOST: It seems like risk-takers—those more adventurous types of people—have played an important role historically. Isn't that true?

PROFESSOR: Absolutely. Think of those people who took risks to discover new places, or who were the first to climb the world's highest mountains or to fly airplanes. Farley believes that human progress depends on big T-type behavior. These are people who are not afraid of living dangerously or pushing the limits.

HOST: Is there a downside to that kind of behavior?

PROFESSOR: Definitely. There are both upsides and downsides. There's the healthy, constructive risk-taking that you see in most creative fields—like science, for example. But there's a negative side as well—for example, when risk-takers commit crimes, or mix drinking and driving . . . crazy risk-taking in general. As a matter of fact, big Ts have twice as many highway accidents as small ts because they take more chances and put themselves in danger more often.

HOST: I love riding on roller coasters at the amusement park. Does that make me a big T?

PROFESSOR: Not necessarily. One of the great things about roller coasters is that they allow people who are afraid of taking risks to *feel* like they're really taking a big risk by riding one—because they're so scary. But everyone also knows that roller coasters are designed to be safe—there's no real danger in riding one. But if you told me you'd *never* ride on one, I'd tell you you were a small t for sure. The big T personality is the one standing up in the front seat.

Page 109, Lesson 4, Exercise F

1.

We enjoy going to amusement parks to ride roller coasters and other crazy rides for the thrill of it—going at high speeds and even getting turned upside down. And the list of extreme sports like bungee jumping, skydiving, or extreme skiing gets longer every year as the adventurous among us go out and face their greatest fears. And then of course, there are those of us—the faint of heart—who are way too afraid to do any of these things.

2.

A: So you're known for your work on what you call type-T analysis. What's that, and what does it tell us about human nature?

B: Well, type-T analysis is based on the work of psychologist Frank Farley, and it's a way of evaluating a person's risk-taking behavior. It measures how comfortable a person is with living on the edge.

3.

A: So what about the big-T's attraction to seeking thrills? What's that about?

B: Much of it is for the adrenaline rush—the thrill one feels physically from living dangerously.

PRONUNCIATION LESSONS

Page 136, UNIT 7, Exercise C

1. live / live
2. steal / still
3. fit / fit
4. feel / fill
5. team / Tim
6. wheel / will
7. been / been
8. seat / seat

Page 136, UNIT 7, Exercise D

1. fears
2. figures
3. convince
4. hidden
5. people's
6. appeal
7. manipulate
8. technique
9. syllable
10. believe
11. busy
12. women
13. receive
14. building

Page 140, UNIT 10, Exercise C

1. Could you hand me that bat?
2. I think the tax is included.
3. What is that cup made of?
4. Do you need a pet?
5. He's a perfect mate.
6. My debt is causing me trouble.
7. Could you take that bag off the counter?
8. Please put a bandage on the cut.

Keep Talking! Video Script

UNIT 1

Page 5, Lesson 1, Exercise C

N: Create a similar conversation. Keep talking. Say more about yourself. Provide examples that explain the adjectives you used. Say as much as you can.

A: So, how would you describe yourself?

B: Me? . . . Well, to tell you the truth, I'd say I'm ambitious. I keep thinking of what my next career move should be.

A: Ambitious? I don't think of you that way. Ambitious people tend to be nervous, don't they? I see you as pretty relaxed.

B: Well, I try to roll with the punches, but I get butterflies in my stomach whenever I'm in a meeting at work.

A: No way. I had no idea you were a worrywart.

B: I'm not sure. I just get a little nervous when my manager is at the meeting. What if I make a mistake?

A: Oh, no. Eleanor, you should cut yourself some slack. You always do well with people.

B: Thanks, but enough about me. What about you? How would you describe yourself?

A: Hmm. Let me think. I'd say I'm an outgoing person, not too serious.

B: And what about your husband? Is he like you?

A: Peter? Not really. Peter tends to be shy. I wouldn't say he's outgoing. But you know what they say?

B: I do! Opposites attract.

Page 7, Lesson 2, Exercise B

N: Discuss the people you wrote about in Talking Points. Say as much as you can about them. And keep talking! Say more about the person's life, family, and work. Or tell your partner something that person did or something that happened to him or her. Say as much as you can.

A: So, I have this new colleague, Gloria.

B: How would you describe her?

A: I'd say she tends to be quiet and modest—not the most outgoing person in the office. Kind of serious, but friendly and nice. However, no one realized what a team player she was until yesterday.

B: Why? What did she do?

A: So, my company's launching a new product—a sunscreen called Sunny—and we'd scheduled a photoshoot on a cruise ship that's parked downtown. Everything was ready to go when suddenly our colleague Mark, who does the actual photography, had to have an operation.

B: Oh, no. Is he OK?

A: Yeah, but he can't come back to work until next week, and it was too late to reschedule the shoot. The ship's sailing tomorrow. But it turns out that Gloria's hobby is nature photography—no one knew—and she volunteered to do the photos. Even though it was a real challenge, she just shot the photos herself. If we'd had to hire an outside photographer, it would've cost an arm and a leg.

B: Wow. You all really owe her one for that.

A: Yeah. So, who'd you write about in your Talking Points?

B: Actually, my boss—or my ex-boss now! He got a new job, and we're all celebrating. The guy was a total tyrant—very ambitious, in a bad way—and completely disloyal. He would take credit for ideas that came from his employees and claim they were his ideas. He wouldn't allow anyone to take credit for anything they did.

A: Wow. He sounds like a pain in the neck. Good luck to the people at his new position! So, do you have a new boss yet?

B: Actually, yes. He started last week. The nicest guy I've ever met, would give you the shirt off his back. I've heard that he . . .

UNIT 2

Page 15, Lesson 1, Exercise B

N: Discuss the role the arts have been playing in your life recently. Use your Talking Points to discuss what you've been doing or not doing. Ask your partner questions. And keep talking! Talk about dislikes and preferences. Or ask your partner for more details. Say as much as you can.

A: I know you're a huge music fan. Have you been to any good concerts recently?

B: Unfortunately, no. I've been so bogged down at work that I just haven't had the time. We've been having video conferences almost every day, and with the time differences around the world that means lots of night meetings. So, the only concerts I've been going to are the ones I give myself . . . when I'm singing in the shower! It's ridiculous.

A: That's awful. What about other ways to listen to music—like streaming at home? I like to do that when I have to work late. The music keeps me relaxed. Maybe the situation at work will change.

B: It will. And the good news is I'm planning on a staycation next month. I'm just going to do things around here close to home instead of traveling. There are going to be some nice outdoor concerts at the park. Plus, we have a few great museums in town. I plan to take advantage of both those.

A: Good idea. You know, I happened to stop in at the Richter Museum last weekend, and I caught an amazing show of 19th century European portraits.

B: Hmm. I love a good art exhibit, but modern art's more my style. I've heard there's a good show of digital art at the Modern. Maybe I'll put that on my list.

A: In that case, I might like to see it with you. Give me a heads-up when you're going, OK?

B: Will do! And while we're at it, what else have you been doing to enjoy the arts lately?

A: Something new, actually! Sue and I have been taking drawing lessons at the Art Center. So, we've been going downtown to practice . . . street scenes . . . the beautiful plants and flowers in the park. You have no idea how much we've been enjoying it.

B: Sounds really nice. I'd love to see some of the drawings you've done recently.

A: Great! I'll let you know when . . .

Page 17, Lesson 2, Exercise D

N: Create a similar conversation. Keep talking. Discuss other artists, writers, filmmakers, or performers you like or don't like. Talk about other ways you've been enjoying the arts lately. Say as much as you can.

A: So, are you as much of a music fan as I am?

B: It depends. What kind of music do you like?

A: Well, I like a good singer, like Adele. What a voice! And what I love are her lyrics. They really blow me away.

B: Adele's OK. But to tell you the truth, listening to music's never really been my cup of tea. I don't mind listening while I'm doing other things, like reading or making dinner. But going to art exhibits? Now that's more my style.

A: So, would you say you're more of an art fan than a music fan?

B: Definitely. Give me a good art exhibit any day, and I'm happy.

A: Have you been to any good exhibits lately?

B: Let me think . . . Oh, yeah! There's a great photography show downtown at the Eye Gallery.

A: I love photography! Who's in the show?

B: Two photographers. One, Ellis Morgan, does nature photos. I find them very thought-provoking.

A: In what way?

B: Well, his animal photos make them seem almost human. It sounds weird, but I can look at them for hours and never get bored.

A: Sounds interesting. Who's the other photographer?

B: Mari Melmotte. She does strange photos of messy rooms. They're a little weird for me. Hey, I wouldn't mind seeing the exhibit again. Would you like to go there together some time?

A: As a matter of fact, I'd really enjoy that.

UNIT 3

Page 27, Lesson 1, Exercise D

N: Create a similar conversation. Keep talking. Tell your partner how you were convinced to buy the item. Express sympathy to your partner. Make suggestions about what to do with it. Say as much as you can.

A: I wish I hadn't bought that personal gym machine. It takes up so much room, and I've gotten so bored with it.

B: No way. Doesn't it save you a lot of money on a gym membership? That was the reason you got it, right?

A: Well, that was the reason. Those TV ads made it seem like it would be just as good as a workout in a gym, and they convinced me to buy it. I hate to say it, but the thing is they sold me a bill of goods. It's not like working out in a gym at all.

B: That's a shame. Why don't you offer to give it away as a gift to a school or hospital?

A: Well, I'll give that some thought, but I'd like to have the money. The thing was way over my budget in the first place.

B: Not surprising. I've heard the price of those things is astronomical. Can you sell it? You might not get all your money back, but you could get some.

A: Possibly. How would I do that?

B: Well, you could ask your friends and relatives first. Tell them you'd give them a good price.

A: I thought of that, but everyone in my family either belongs to a gym or has a tiny apartment.

B: What about trying to sell it online?

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

Page 29, Lesson 2, Exercise B

N: Discuss your financial goals with a partner, using information from Talking Points. Make statements in the future perfect and statements with hope, expect, plan, and intend with perfect infinitives. And keep talking! Talk about being financially independent, being out of debt, cutting back on spending, creating a realistic budget, sticking to a savings plan, or saving money. Say as much as you can.

A: So, where do you see yourself in five years?

B: Five years? Right now, my goals are a little shorter term than that! The first thing I need to do is stop spending so much money. It's been easy come, easy go for too long. I've decided to keep better track of my spending—you know, waste not, want not.

A: I know what you mean. I plan to be more careful and stop falling for every ad I see! From now on, my motto is "everything in moderation." But how's your job search going?

B: Well, as a matter of fact, I just had an interview for a great full-time job, and it really went well. I actually hope to have gotten an offer by the end of this week.

A: Hey, that's great!

B: It is. I really need a job! I'm pretty much drowning in debt right now.

A: Well, if you've got your heart set on getting control of your spending, I'm sure you will.

B: But my spending's not my only problem. I had to borrow a lot of money for my studies, and my part-time salary doesn't even cover my expenses, so I haven't been able to pay back those loans. However, if I get the job, I expect to have paid those off by the end of next year. By then, hopefully I'll have begun saving a little every month.

A: Sounds good.

B: What about you? What's next for you?

A: Well, my short-term goal is to start putting away about 10% of my salary. I'm hoping that by the end of the year, I'll have put away enough for a . . . beautiful honeymoon!

B: A honeymoon! That's great. When are you getting married?

A: In February. If my fiancé and I both chip in, we can go somewhere really great, like Tahiti. But that's going to cost a bundle.

B: That sounds amazing! Any long-term goals?

A: M-hmm. I've decided to go to medical school.

B: No way! That's pretty exciting. I've heard it can be pretty expensive, though.

A: Astronomical, actually. So I intend to keep working for a year before applying. Then, by the time I start, I expect to have saved enough for the first two years. Wish me luck!

B: I will! So, let me tell you about my short-term goals. After I finish, I'm going to move . . .

UNIT 4

Page 37, Lesson 1, Exercise C

N: Create a similar conversation. Keep talking. Ask more questions about the event. Provide details about the clothes. Make a decision about what to wear. Say as much as you can.

A: Can I ask your advice about the company cruise tomorrow?

B: Sure. Shoot.

A: I'm really unsure about what to wear. I mean, Aaron said he's planning to wear some nice jeans and a sweater, but Ron said no, that we had to wear something a little more formal because of the dinner. What is the dress code?

B: I actually don't know, but since it starts right after work, I'm guessing people will just go in their office clothes.

A: That makes sense. But I've heard there are going to be games outdoors on board before the dinner. Won't that be weird, in suits and ties? And for the women wearing skirts and dresses?

B: I hadn't thought of that. . . . What about if we spoke to the manager about coming into the office in comfortable business casual clothes tomorrow? Nothing inappropriate, just a bit more informal than usual.

A: That's a good solution. I think I'll wear a pair of khakis and a shirt and tie under a sweater with a nice blazer. I could take off the tie and the blazer for the games, take off the sweater and put the blazer on for the dinner. End of story.

B: I'll do the same thing. That way we can't go wrong.

Page 39, Lesson 2, Exercise B

N: In a group, compare your classmates' responses in Talking Points. Use quantifiers to summarize your classmates' ideas. And keep talking! Say more about how you choose your own clothes. Discuss the advantages and disadvantages of ready-to-wear and tailor-made clothes. Or predict whether tailor-made clothes will become more or less popular in the future. Say as much as you can.

A: In my family, my sister and I choose our own clothes, but our parents pay for them. I'm still living at home, so they pay for all the things I need. After all, I don't have an income.

B: You mean they buy everything for you?

A: I wouldn't read too much into that. I was really only talking about the clothes I need. I'm pretty independent in other ways, but I don't have an income yet while I'm in school, so they pay for the things I need.

C: But you get an allowance, don't you?

A: I do, and if I see something in a shop that I want—like a purse or something, and I saved up some money from my allowance, I buy it for myself. But my parents still pay for the clothes I need in general.

B: Well, at least you choose your own clothes. You know, I was surprised at how many classmates don't. That seems so old-fashioned. I mean, they're not kids anymore, even if they live at home.

C: I thought it was surprising, too. But a lot of families have conservative ideas about appropriate clothing. I think they're worried their kids might choose clothing that doesn't feel appropriate to their family's values. So what the children wear is out of their hands, and the parents decide.

B: I suppose. Luckily, my family isn't like that. They aren't so strict about clothing styles.

A: Mine aren't either. So, for the most part, are all your clothes ready-to-wear, or do you have anything tailor-made?

C: Well, I don't have anything tailor-made. There aren't many tailors that do that around here. And I guess tailor-made clothes are very expensive. But, to tell you the truth, I have a beautiful jacket my mother made me. She designed it and made it on her old sewing machine. I love wearing things that nobody else has.

A: Your mom knows how to use a sewing machine? That's so cool. Maybe she can teach you how to use it, too.

C: As a matter of fact, she's teaching me. I'd love to learn to make things for myself. What about you, do you have anything tailor-made?

A: To tell you the truth, no. I don't actually think there are many tailors today that make clothes for young people. I think making clothes is more of a hobby these days. That's why I don't really . . .

UNIT 5

Page 49, Lesson 1, Exercise D

N: Create a similar conversation. Keep talking. Explain why you object. Express understanding of your partner's situation. Say as much as you can.

A: Hey, do you mind my opening the window? It's a little warm in here, and I'd like some air.

B: Actually, I'd rather you didn't. There's a lot of traffic noise at this hour, and I find it hard to work when it's not quiet. I hope that's not a problem.

A: No, I understand.

B: But here's an idea. I wouldn't mind if you turned on the air conditioner.

A: Are you sure you don't mind? I don't mean to inconvenience you. And I'd hate for you to get too cold.

B: No worries. If I get cold, I can put on my sweater. I know how hard it is to work when you're uncomfortable.

A: Well, that's very considerate of you. I owe you one.

B: Don't mention it. . . . Hey, I'm going to get some coffee. Do you want some?

A: That'd be great. Thanks!

Page 51, Lesson 2, Exercise C

N: With a partner discuss the questions. Use your Talking Points for support. And keep talking! Ask questions to encourage more details. Show support when you agree. Or disagree politely when you have different opinions. Say as much as you can.

A: It really bothers me when people aren't courteous in public places like stores, restaurants, movie theaters, on public transportation. One of my pet peeves is when people have really loud phone conversations in a closed space, such as on a commuter train. I mean, do they think everyone's interested in what they're saying?

B: Totally! It's so inconsiderate. So, have you ever spoken up and asked someone to talk quietly?

A: Actually, no. I'm afraid they might find it impolite. What about you?

B: To tell you the truth, I haven't either. I guess I just don't think I could do that.

A: But maybe if people did, more people would stop and think before having loud conversations on their phones. You could suggest they either talk softly or move to another part of the train to continue their conversation. You don't have to be rude or disrespectful. It would be worth a try.

B: You're right, actually.

A: What about you? Is there something that really gets to you?

B: Let me think. Oh, yeah. I think it's awful when people spit out their gum on the sidewalk. Not only is it disgusting, but when it gets on your shoe, cleaning it is no piece of cake.

A: You can say that again. I mean, what are they thinking? That it's someone else's responsibility to pick up their chewing gum? Yuck.

B: I couldn't have said that better myself. I think considerate public behavior is one of the most important things parents can teach their children. But a lot of parents don't do that. So, the result, particularly in crowded urban areas, is that people just don't show respect for each other. It's why so many people don't want to live in cities today.

A: I couldn't agree more. It's actually a pet peeve of mine when people, like . . .

UNIT 6

Page 59, Lesson 1, Exercise C

N: Create a similar conversation. Keep talking. Make more suggestions. Describe the pros and cons of other pets. Say as much as you can.

A: I've been thinking about getting a parrot. What do you think of that idea?

B: Actually, I've heard they make wonderful pets. For one thing, they're supposed to be good-natured and very sociable.

A: That's what I've heard, too.

B: But I've also heard they need a lot of attention, or they can be pretty destructive.

A: How's that?

B: Well, for one thing, they have to be kept away from your wooden furniture and your bookshelves. They try to eat everything!

A: Now that you mention it, I think I'm just too busy for a high-maintenance pet. Maybe I should just get a parakeet.

B: Well, that makes sense. They're very affectionate . . . and playful, too. My sister has one, and he has a really sweet disposition.

A: What about you? Have you ever had a pet?

B: Yeah. We used to have a dog. Her name was Elsie.

A: What was she like?

B: She was very gentle with our kids. And she was also very protective. She'd never hurt anyone, but she could make a lot of noise if she thought there was any trouble. On second thought, why don't you get a dog? They're really the best pets.

A: And walk it every day? I don't think so. I'm not really a dog person.

Page 61, Lesson 2, Exercise B

N: Using your questions from Talking Points, compare your opinions. Agree and disagree, supporting your opinions and saying as much as you can. And keep talking! Ask questions about your partner's opinions. Agree and disagree politely. Say as much as you can.

A: So, how do you feel about animals being used for medical research?

B: Well, if it protects people from being harmed by new medications, I don't see a problem with it.

A: But what about using animals to test the effects of different types of chemical ingredients used in cosmetics?

B: I assume you're against that?

A: Definitely. They put chemicals, for example, in a rabbit's eyes or maybe on a frog's skin. Do you think that's OK?

B: Again, if using small animals for research protects people from harm, then I'm for it.

A: What if dogs were used?

B: OK, I see what you mean. I might feel different about that.

A: So, in other words, you think some animals would be OK for research, but not others?

B: I do. For one thing, dogs are kept as family pets, so people would probably feel sorry for them. But I don't see why rabbits or mice wouldn't be acceptable.

A: Wow. I really have to disagree with you there. I think using any animal for medical research is morally wrong. Animals shouldn't be harmed so people can use cosmetics. There must be other ways to test them.

B: But I've read that the animals are rarely harmed. And I just can't get upset about a monkey being forced to wear lipstick or mascara.

A: It's not really like that. The chemicals cause pain as well as damage to their eyes or skin. So, I think the animals suffer. In some cases, they even die. I'm really opposed to it.

B: Well, I guess we'll have to agree to disagree. But here's something that bothers me. I don't like the way animals are treated on farms. I've read that cows . . .

UNIT 7

Page 71, Lesson 1, Exercise D

N: Create a similar conversation. Keep talking. Talk about other things you're looking for. Describe your budget. Tell your partner what you bought at a certain place. Give more advice. Say as much as you can.

A: Jonah! I didn't expect to run into you here at the mall!

B: Hey, Ali! Me neither. Do you come here often?

A: Actually, almost never. But I was nearby and I'm free till 5:30, so I thought I'd come in and look around . . . you know, a little "retail therapy." What about you?

B: Me? I come here pretty often . . . especially if I'm looking for a nice gift. It's Angie's birthday on Sunday, so . . .

A: How nice! What are you going to get her?

B: I wish I knew. I thought I'd do a little window shopping for ideas.

A: Come to think of it, Will's birthday is coming up soon. I should start looking for a gift, too.

B: How much do you want to spend?

A: How much? Well, it's his fortieth, so I thought I'd get him something special.

B: Well, if you're not shopping on a budget, I'd recommend you look around Miller's. It's not the best place for bargain hunting, but if you want something really nice, it's great.

A: Miller's? I didn't know there was one here.

B: I shop there all the time. As a matter of fact, I'm heading there now.

A: Mind if I join you?

B: Not at all.

A: And maybe I can help you pick out something for Angie.

B: That'd be great! Let's take the escalator.

Page 73, Lesson 2, Exercise B

N: Using your Talking Points, describe and compare your reactions to ads you're familiar with. Use passive forms of gerunds and infinitives. And keep talking! Expand your description of one or more ads. Ask questions. Or make suggestions about how to avoid annoying ads. Say as much as you can.

A: You know what's been driving me crazy lately? Those Internet pop-up ads! I'm so sick and tired of them. Who wants to be forced to look at one every time you're reading the news online?

B: I know what you mean. You're reading an article, and all of a sudden, you're interrupted by one pop-up ad after another.

C: Hey, haven't you two ever thought about getting an ad-blocker? I have one, and I never get pop-ups.

A: You mean ad-blockers really work?

C: Absolutely. But you know, not all pop-ups sell stuff. Once in a while, one actually promotes a good cause.

B: For example?

C: Well, just the other day, I was streaming a movie, and I saw an awesome pop-up for the Save the Elephant Fund. I didn't even realize it was an ad. I thought it was some kind of documentary.

A: Hello! Wasn't it interrupting the movie?

C: Yeah, but the pictures were amazing. Scenes of elephant herds looking for food, protecting their babies, young elephants trying to act dominant, and the sound of elephants calling each other. It just blew me away.

A: OK. So, did they ask for a contribution?

C: Well, when the ad ended with a beautiful photo of a baby elephant, a voice says: "Can you imagine a world without elephants?"

B: I've seen that one. It chokes me up every time I see it. You know, I've heard that the number of elephants killed each year is increasing again. For a number of years, it had been going down.

C: Well, I sent money.

B: I've been thinking about it. So, are there any ads you really like?

C: Me? Yeah, the one on TV with the dancing eggs. I always enjoy that one. The eggs crack me up.

B: They're cute, but it seems like they play that ad every 15 minutes. They really go overboard. I resent being expected to watch that thing twenty times a day!

C: I guess you've got a point there. But you know what really bugs me? . . .

UNIT 8

Page 81, Lesson 1, Exercise B

N: Use your Talking Points to discuss trends and how they will impact the families of the future. Include information about the following topics: education, income, housing, health, and family size. And keep talking! Provide examples from your own life and from the lives of people you know. Or include information from the news or current events. Say as much as you can.

A: Doesn't it seem like families have gotten a lot smaller since our grandparents' generation? I mean, for example, my grandmother on my mother's side came from a family with four kids. My mom's immediate family had two. And I'm an only child.

B: I guess so. When were your grandparents born?

A: In the fifties.

B: Well, according to my mother, her grandmother—my great-grandmother—came from a family with ten kids. You don't really hear about large families like that these days.

A: True. But they were pretty common back then. You can really see the trend from generation to generation.

B: But you know, family sizes were already getting smaller pretty quickly back in our grandparents' time. My great grandmother had nine siblings. Your grandmother only had three.

C: Actually, there was a podcast about this trend a few weeks ago. They pointed out that rising prices have made supporting a large family more and more difficult. So, having fewer kids allows parents to be able to afford some of the good things in life that their parents struggled to pay for.

B: And not only that—in this country, both parents traditionally work.

A: Right. And the more kids there are, the less time and attention each one will get from their parents.

C: But there's something I don't understand: Isn't it possible that having two incomes will make it easier for couples in the near future to afford larger families again?

A: It seems that would be true, but I think things will continue to get more and more expensive. So, I don't see the trend reversing itself. Having fewer kids will allow parents to provide more for them.

B: Actually, many married couples are also deciding to have their first child later and later. As a matter of fact, people are even getting married later and later, too.

A: That's what my cousin and his wife decided to do. They want to reach some of their career and financial goals before they start a family.

C: That's interesting. Do you think they . . .

Page 83, Lesson 2, Exercise C

N: Create a similar conversation. Keep talking. Give examples of your own experiences. Discuss other parent / teen issues. Say as much as you can.

A: So, here's a question. What are Louise and I going to do about Liam?

B: Why? What's wrong?

A: Well, he isn't following any of our rules anymore. He's been staying out late on weekends, even after we grounded him two times. And to tell the truth, he's been kind of disrespectful lately . . . especially to his mother.

B: Liam? That's so hard to believe! I remember he never caused any problems. He always seemed to be a very low-maintenance kid. Right?

A: Well, he used to be. He'd help with household chores. He was always considerate. But to make a long story short, we're both at our wits' end.

B: When did everything start going downhill?

A: About a year ago.

B: Look on the bright side. Most teens go through a rebellious period. So the older he gets, the less rebellious he's likely to be.

A: You're probably right. But we're just not sure what to do now.

B: Well, for one thing, you may just have to be stricter with him. He's not a kid anymore.

A: I'd say you've hit the nail on the head. That's what we've been thinking, too.

B: And I hate to say it, but you should probably stop giving him an allowance. That would be a game-changer.

A: Great idea. Why didn't I think of that!

B: So, let me know what happens.

A: Hey, how are your kids doing these days?

B: They're doing great. Of course, they're both a lot older than Liam.

UNIT 9

Page 93, Lesson 1, Exercise C

N: Create a similar conversation. Keep talking. Continue to speculate, using varying degrees of certainty. Say as much as you can.

A: I wonder what's taking my package so long. I should have gotten it days ago.

B: What did you order?

A: Just a couple of pairs of pants from Martin's Department Store.

B: Do you think they got lost?

A: I couldn't really say. But everything's so busy before the holiday. I'll bet it's just delayed. It'll probably come soon.

B: I suppose. But I've heard Martin's is very reliable. They usually send a text or an e-mail to let you know if your package is going to arrive late.

A: You know, you're right.

B: I take it you haven't tried calling customer service yet?

A: No, I haven't. But that's a good idea.

B: I've had to call them before, and they've always been extremely helpful.

A: Uh-oh.

B: What?

A: I was just thinking. . . . I don't remember if I actually received an e-mail confirming my order.

B: Really?

A: Well, I'm sure I entered my payment information when I ordered. But I'm not really 100% certain that I remembered to click on "Complete your order."

B: You mean maybe you never actually bought the pants?

A: I guess I should call customer service. They could tell me whether or not they have my order.

B: Definitely.

Page 95, Lesson 2, Exercise B

N: Using your Talking Points and the Vocabulary from page 92, discuss your explanations. And keep talking! Ask your partner questions. Or challenge your partner's ideas. Say as much as you can.

A: Are you familiar with the mystery of the yeti?

B: You mean that story from the Himalayan Mountains?

A: Right. For centuries, people have claimed they'd seen some kind of large creature with white fur that walks like a human but is much bigger.

B: Has anyone ever taken a picture of one?

A: I'm not sure. But I've seen photos that show where something or someone had walked on the snow. Clearly something with big feet had been there earlier.

B: Well, it wouldn't be far-fetched to argue that someone could have created a pair of extra-large boots that someone could wear to walk on the snow so people would think it was the yeti. And it wouldn't be hard to keep it hushed up since there aren't that many people living high in those mountains.

A: True. Actually, very few people have actually seen one—it's been described as "very shy." But don't you think it's weird that people have continued for so long to claim to have seen one? And isn't it possible that yetis are really good at avoiding humans—and that's why we still haven't been able to confirm they exist?

B: So, what about scientists who study animal behavior and travel all over the world to solve mysteries like this one? Where are they then?

A: What makes you so skeptical?

B: Well, with everyone using smart phones and tablets now, clearly someone would have taken a good photo of one by now. And the yeti—if it actually exists—could have been seen by people all over the Internet. It just doesn't add up.

A: So, how would you explain how this story continues to be believed by so many people today?

B: My guess is that someone must have invented the first story. Maybe it even seemed real at the time. But then other people started to tell the same story. It's very human to try to get attention that way.

A: I see your point. But I'm an optimist, and I still wonder if it's possible someone could prove the yeti's real.

B: I just don't buy it. So, what about the Nazca Lines? How do you think they were made? . . .

UNIT 10

Page 103, Lesson 1, Exercise B

N: Tell your partner about the relative or friend you interviewed. Use your notes from Talking Points to guide your discussion. And keep talking! Expand your discussion to compare yourself with your relative or friend. Say how you're similar and how you're different. Or ask your partner questions. Say as much as you can.

A: So, I interviewed my father. He told me that his family used to go camping every summer.

B: Now, that's my kind of vacation. I love camping. Where'd they go?

A: Well, sometimes they'd go to one of the national parks. And once in a while, they went camping at the beach.

B: Nice. So, your dad's family was pretty active. I assume they didn't take staycations then.

A: I don't think so. I think they would have gotten bored.

B: So, were they pretty active at home, too? I mean, were there a lot of after-school activities, busy weekends?

A: According to my dad, yes. He couldn't bear being sedentary. Both he and his sisters were into all kinds of sports: soccer, swimming, basketball. I'm sure he inspired my interest in athletics, too.

B: So, did you go camping too when you were a kid?

A: You know, my dad was always trying to get me and my brother to enjoy camping. But I think he finally figured out that we didn't think it was fun. Camping just isn't for me. I totally prefer staying in a nice hotel. Same for my brother. Sometimes you just have to set limits, right?

B: So, your family didn't go camping?

A: For a couple of years. But then we started taking normal vacations like everyone else. In a hotel. I haven't gone camping in ages.

B: Is there anything your family didn't do on vacations that you wish they had?

A: Yeah. We never went overseas. My father wasn't very adventurous. He just didn't want to have to deal with foreign money, another language, new foods, and all that. But me—when I was younger, I wasn't very sociable. By the time I was in my twenties, I wanted to do new things and meet new people. So, most of my vacations are in a foreign country. I love that. Sometimes, I . . .

Page 105, Lesson 2, Exercise C

N: Create a similar conversation. Keep talking. Suggest and discuss other ways to reduce stress. Say as much as you can.

A: Uh-oh. I really messed up. I just realized I was supposed to renew my driver's license by yesterday.

B: That's a bummer. How'd that happen?

A: I guess I've just had a lot on my mind at work lately. I completely forgot.

B: I know what you mean. Last year, I was working late a lot, and I totally forgot my wife's birthday!

A: Really?

B: Yeah. It was pretty embarrassing. Can I make a suggestion?

A: Sure.

B: When there's a lot going on in the office, it's time to take a breather. Go for a walk. Sit in the park. Chill for half an hour.

A: That's not a bad idea. There are no two ways about it. I've been working too hard.

B: How about taking up running? I did, and it's been really helpful for reducing stress.

A: I used to run in the park several times a week. But after a while, I'd pick up a coffee on the way, and I'd end up sitting down and reading the news instead. Frankly, I hated it. Running just isn't for me.

B: Then find something you actually like to do. And set aside some down time when you can focus only on that.

A: Good point.

B: And laugh things off . . . So, are you going to need a ride to get your license renewed?

A: I guess I will! Thanks.

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Unit 2 Page 12 (L): Alvarez/E+/Getty Images; 12 (R): Alvarez/E+/Getty Images; 13 (dancing): PeopleImages/iStock/Getty Images; 13 (karaoke): SolStock/E+/Getty Images; 13 (stage lights): Maxim Tarasyugin/Shutterstock; 13 (B): Stockbakery/Shutterstock; 14 (Tanaka): Tirachard Kumtanom/Shutterstock; 14 (Foster): Vadym:Pastukh/Shutterstock; 14 (Garcia): AJR_photo/Shutterstock; 15: Fizkes/Shutterstock; 16 (T): Fizkes/123RF; 16 (BL): Chaay_Tee/Shutterstock; 16 (BR): Fizkes/Shutterstock; 17 (T): Rawpixel.com/Shutterstock; 17 (B): Gorodenkoff/Shutterstock; 18 (musicians): Ronald Sumners/Shutterstock; 18 (Van Gogh): Artefact/Alamy Stock Photo; 18 (Picasso): GL Archive/Alamy Stock Photo; 19 (woman): Click Images/Shutterstock; 19 (boy painting): Da Antipina/Shutterstock; 20 (radio host): Ridvan Ozdemir/Shutterstock; 20 (man, inset): All kind of people/Shutterstock; 21: Shutterstock.

Extend It 1 Page 22: Denis Lomme/EyeEm/Getty Images; 22 (Miami Seaquarium): Felix Mizioznikov/Shutterstock; 22 (dolphins): CampCrazy Photography/Shutterstock; 22 (airboat): Csfotoimages/iStock Editorial/Getty Images; 22 (Little Havanna): Daniel Wilson/Alamy Stock Photo; 22 (Art Institute of Chicago): MaxyM/Shutterstock; 22 (Rush Street, Chicago): Massimo Borchi/Atlantide Phototravel/Getty Images; 22 (View of Chicago): Dani Machlis/Alamy Stock Photo: 22 (hotel check in): Kzenon/123RF; 22-23 (map background): Martin Barraud/Stone/Getty Images; 23(hotel concierge): Helen King/The Image Bank/Getty Images; 23 (movie times background): MirageC/Getty Images.

Unit 3 Page 24 (mother and daughter): m-imagephotography/iStock/Getty Images; 24 (hoverboard image on cell phone): Olivier Tabary/Shutterstock; 27: Graficam Ahmed Saeed/Shutterstock; 28 (L): AJR_photo/Shutterstock; 28 (R): Stock 4you/Shutterstock; 30 (background): SayannPuangkham/Shutterstock; 30 (coin jar): Sayan Puangkham/Shutterstock; 30 (ATM): Kaspars Grinvalds/Shutterstock; 30 (cut credit cards): Nenetus/Shutterstock; 32 (T): Roy Childs/Alamy Stock Photo; 32 (B): Ton koene/Alamy Stock Photo; 33: Andrey_Popov/Shutterstock.

Unit 4 Page 34: Daniel_Dash/Shutterstock; 35 (classic, L): Africa Studio/Shutterstock; 35 (classic, R): Sandratsky Dmitriy/Shutterstock; 35 (loud, L): Paultarasenko/Shutterstock; 35 (loud, R): Roman Samborskyi/Shutterstock; 35 (funky, L): Claudia K/Shutterstock; 35 (funky, R): Conrado/Shutterstock; 35 (subdued, L): LightField Studios/Shutterstock; 35 (subdued, R): Cristian Dina/EyeEm/Getty Images;35 (trendy, L): Standret/Shutterstock; 35 (trendy, R): Maria Markevich/Shutterstock; 35 (elegant, L): Hrytsiv Oleksandr/Shutterstock; 35 (elegant, R): Diana Kraleva/Getty Images; 37 (TL): Kiselev Andrey Valerevich/Shutterstock; 37 (top center left): Mark Nazh/Shutterstock; 37 (TC): Aptyp_koK/Shutterstock; 37 (TCR): Milos Vucicevic/Shutterstock; 37 (TR): Zdenka Darula/Shutterstock; 37 (B): Rawpixel.com/Shutterstock; 38 (L): DEA / S. VANNINI/Getty Images; 38 (R): Tale/Shutterstock; 40 (donkeys): Geza Farkas/123RF; 40 (woman, L): Oksana Volina/Shutterstock; 40 (woman, R): Yuriy Pozdnikov/Alamy Stock Photo; 41 (woman and toothbrush): WAYHOME studio/Shutterstock; 41 (strawberries): Iryna Denysova/Shutterstock; 41 (fish pedicure): Maridav/Shutterstock; 42: Djile/Shutterstock; 44-45 (map background): Martin Barraud/Stone/Getty Images.

Extend It 2 Page 44: Imtmphoto/123RF; 45 (buffet): Evram Nosehy Georges/Shutterstock; 45 (soup bowl): Anton Starikov/123RF;45 (salad plate): BiryukovaA/Shutterstock; 45 (entree plate): Ruslan Nassyrov/123RF; 45 (dessert plate): Wirestock Creators/Shutterstock; 45 (beverage jug): Oleksandr Berh/Shutterstock.

Unit 5 Page 46: Jana Shea/Shutterstock; 46 (inset): BearFotos/Shutterstock; 47 (L): View Apart/Shutterstock; 47 (C): RikoBest/Shutterstock; 47 (R): Grisha Bruev/Shutterstock; 48: Beth Dixson/Alamy Stock Photo; 49: Zoran Pucarevic/Shutterstock; 51 (L): Nitikan T/Shutterstock; 51 (C): Altrendo Images/Shutterstock; 51 (R): Africa Studio/Shutterstock; 52 (street light): Artem Yampolcev/Shutterstock; 52 (security cameras): LSqrd42/Shutterstock; 52 (benches): NooperV22/Shutterstock; 52 (playground): Alex2004/Shutterstock; 52 (community garden): MikeDotta/Shutterstock; 52 (sidewalk): Sorbis/Shutterstock; 52 (bike lane): BCCWM/Shutterstock; 52 (pedestrian overpass): Cowardlion/Shutterstock; 53: Bernd Zillich/Shutterstock; 54 (bridge): Machmarsky/Shutterstock; 54 (train): Denis Charlet/AFP/Getty Images; 54 (cable car): Ashley Cooper pics/Alamy Stock Photo; 55 (windfarm): Ssuaphotos/Shutterstock; 55 (port): Alexey Lesik/Shutterstock; 55 (oil field): Crstrbrt/123RF; 55 (tunnel): Tomas1111/123RF; 55 (highway): Zorazhuang/E+/Getty Images; 55 (bridge): S. Borisov/Shutterstock; 55 (canal): Evenfh/Shutterstock; 55 (dam): Gary Saxe/Shutterstock.

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Extend It 3 Page 66-67 (map background): Martin Barraud/Stone/Getty Images; 66 (Concord, MA): Wangkun Jia/Shutterstock; 66 (group of people): Sun Shock/Shutterstock; 67 (Bondi Beach): Mariematata/123RF; 67 (students): Shutterstock; 67 (Les Baux-de-Provence): Frank11/Shutterstock; 67 (classroom): Prostock studio/Shutterstock; 67 (BL): Iriana Shiyan/123RF; 67 (BR): Anna Andersson Fotografi/Shutterstock.

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Unit 8 Page 78: Manoj Adhikari/Getty Images; 80: Aila Images/Shutterstock; 81: Friends Stock/Shutterstock; 83: Lucky Business/Shutterstock; 84 (T): Everett Collection/Shutterstock; 84 (do chua): Cristina Pedrazzini/Photodisc/Getty Images; 84 (giardiniera): Ncristian/Shutterstock; 85: Archive Pics/Alamy Stock Photo 86 (T): Cavan Images/Alamy Stock Photo; 86 (B): Shutterstock; 87: FamVeld/Shutterstock; **Extend It 4** Page 88-89 (map background): Martin Barraud/Stone/Getty Images; 88 (tourist): Maridav/123RF; 88 (electric cars): Sungsu han/Shutterstock; 88 (family with devices): Prostock-studio/Shutterstock; 88 (babies): ER Productions Limited/DigitalVision/Getty Images; 88 (people on street): Blvdone/Shutterstock; 88 (charts and graphs background): Alphabe/Shutterstock.

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Unit 10 Page 100 (L): Siro46/Shutterstock; 100 (R): GaudiLab/Shutterstock; 102 (man): Racorn/123RF; 102 (snow mobile): Wlad Go/Shutterstock; 102 (woman): Samuel Borges Photography/Shutterstock; 102 (motorhome): Grisha Bruev/Shutterstock; 105 Wavebreakmedia/Shutterstock; 106 (TL): Samuel Borges Photography/Shutterstock; 106 (BL): DC Studio/Shutterstock; 106 (BR): Andrey_Popov/Shutterstock; 107: Zambri Zakaria/Shutterstock; 108: Jacob Lund/Shutterstock; 109: Vitalii Nesterchuk/Shutterstock.

Extend It 5 Page 110-111 (Map background): Martin Barraud/Stone/Getty Images; 111 (BL): Milkos/123RF; 111 (BCR): PJF Military Collection/Alamy Stock Photo; 111 (BRC): Engineer studio/Shutterstock; 111 (BR): Aflo/Shutterstock.

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