Connectivity

LEVEL 5

Teacher's Book and
Lesson Planner

with Teacher's Portal Access Code

Joan Saslow
Allen Ascher

Pearson

GSE
Global Scale of English

Connectivity

LEVEL 5

CONNECTING PEOPLE THROUGH ENGLISH

TEACHER'S BOOK AND LESSON PLANNER

Joan Saslow
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LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **Planning for a Career** page 2	• Describe someone's background • Discuss career and study plans • Discuss the qualities of a good résumé • Interview for a job	• Collocations for career and study plans **Word Study:** • Collocations with have and get for qualifications	• Simultaneous and sequential past actions: Review and expansion • Completed and uncompleted past actions closely related to the present **GRAMMAR EXPANDER** • Describing past actions and events: review • Stative verbs: non-action and action meanings
2 **Building Character** page 12	• Discuss when telling a lie might be acceptable • Accept responsibility and express regret • Identify the origins of moral principles • Describe the values you live by	• Accepting or avoiding responsibility • Some values	• Adjective clauses: review and expansion • "Comment" clauses introduced with which **GRAMMAR EXPANDER** • Adjective clauses: overview • Grammar for Writing: adjective clauses with quantifiers • Grammar for Writing: reduced adjective clauses
3 **Confronting Difficulty** page 24	• Describe how fear affects you physically • Express frustration, empathy, and encouragement • Explore the nature of heroism • Discuss overcoming disabilities	• Physical effects of fear • Expressing frustration, empathy, and encouragement **Word Study:** • Expanding vocabulary by using parts of speech	• Using so . . . (that) or such . . . (that) to explain a result • Clauses with no matter **GRAMMAR EXPANDER** • Count and non-count nouns: review and expansion • Embedded questions: review and common errors
4 **Building Relationships** page 34	• Introduce and respond to criticism • Give someone positive feedback • Explain how you handle anger • Explore your relationships with friends	• Shortcomings • Expressing and handling anger	• Cleft sentences: review and expansion • Adverb clauses of condition **GRAMMAR EXPANDER** • Cleft sentences: more on meaning and use • Grammar for Writing: more conjunctions and transitions
5 **What's Funny?** page 46	• Respond to humor • Explore the potential benefits of laughter • Analyze what makes people laugh • Discuss when joking "crosses the line"	• Types of humor • How to respond when someone tells a joke • Common types of jokes	• Questions in indirect speech • Indirect speech: statements: backshifts in tense and time expressions **GRAMMAR EXPANDER** • Indirect speech: review and expansion • Say, tell, and ask • Grammar for Writing: other reporting verbs

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
• Ask, "What brings you here today?" to formally invite someone to request help or express a need. • Use "Correct me if I'm wrong, but . . . " to confirm something you believe to be true. • Say, "I've given it some thought, and . . . " to introduce a thoughtful opinion or change of mind. • Informally ask for advice with "I was hoping you could steer me in the right direction." • Formally express willingness to do something with "I'd be more than happy to . . . "	**Listening Skills:** • Listen to activate vocabulary • Listen for main idea • Listen to confirm content • Listen for supporting details **Pronunciation:** • Sentence stress and intonation: review	**Texts:** • A questionnaire about dreams, goals, and plans • An article about someone's career decision • An article on résumé writing • A résumé **Skills / strategies:** • Understand from context • Infer information • Apply ideas	**WRITING HANDBOOK** **Task:** • Write a cover letter for a job application **Skill:** • A formal cover letter **SOFT SKILLS BOOSTER** • Positive attitude: Encourage and offer suggestions to support others.
• Introduce an admission that you made a mistake with "I'm really sorry, but . . . " • Accept responsibility for a mistake with "It was totally my fault." • Express remorse for one's actions with expressions like "I'm so embarrassed," "I feel awful about it, etc." • Relieve someone's self-blame with "Look, these things happen." • Offer to make good on financial harm one has caused with "I insist on paying for it."	**Listening Skills:** • Listen to draw conclusions • Make personal comparisons • Listen to summarize • Understand from context • Listen for main idea and supporting details • Critical thinking **Pronunciation:** • Emphatic stress and pitch to express emotion	**Texts:** • A survey about taking or avoiding responsibility • An article about being truthful • An article about core values **Skills / strategies:** • Classify vocabulary • Understand vocabulary from context • Relate to personal experience	**WRITING HANDBOOK** **Task:** • Write a college application essay **Skill:** • Restrictive and non-restrictive adjective clauses **SOFT SKILLS BOOSTER** • Integrity: Indicate when your values are similar or different.
• Express concern for someone's state of mind with "Is everything OK?" • Begin an explanation with "Well, basically" to characterize a problem in just a few words. • Express empathy with "That must be tough." • Say "Hang in there" to offer encouragement to someone facing a difficulty. • Say "Anytime" to acknowledge someone's expression of gratitude.	**Listening Skills:** • Listen to activate vocabulary • Word study practice • Listen for supporting details • Listen to summarize a story **Pronunciation:** • Vowel reduction to /ə/	**Texts:** • A self-test about how chicken you are • A description of how fear affects someone physically • An article about Stevie Wonder and Evelyn Glennie **Skills / strategies:** • Relate to personal experience • Understand from context • Infer information	**WRITING HANDBOOK** **Task:** • Write a report about an event **Skill:** • Reducing adverbial clauses **SOFT SKILLS BOOSTER** • Effective communication: Use self-correction to repair errors or slips of the tongue.
• Politely introduce criticism or an uncomfortable topic with "There's something I need to bring up." • Say "I didn't realize . . . " to acknowledge your acceptance of someone's criticism. • Say "I didn't mean to . . . " to acknowledge how your behavior might have been interpreted. • Say "On the contrary" to assure someone you don't feel the way they think you might. • Express gratitude for someone's negative yet helpful feedback with "You've done me a favor."	**Listening Skills:** • Listen to activate grammar • Listen for main idea • Listen to infer **Pronunciation:** • Shifting emphatic stress	**Texts:** • Descriptions of people's shortcomings • Perspectives on feedback for employees • An interview about friendship **Skills / strategies:** • Identify main idea • Summarize	**WRITING HANDBOOK** **Task:** • Write an essay troubleshooting a common shortcoming **Skill:** • Transitional topic sentences **SOFT SKILLS BOOSTER** • Adaptability: Use hesitation expressions to prepare for unanticipated questions.
• Say "Come see this" to invite someone to look at something you think he or she will find interesting. • Say "Wait, what?" to informally express incredulity at what someone has just said. • Say "That cracks me up, actually" to admit that you find something pretty funny.	**Listening Skills:** • Listen to activate vocabulary • Listen for details • Listen to paraphrase • Listen to summarize **Pronunciation:** • Intonation of sarcasm	**Texts:** • An article about the health benefits of laughter • An article about what makes people laugh **Skills / strategies:** • Critical thinking • Understand main idea • Understand from context • Identify supporting details	**WRITING HANDBOOK** **Task:** • Write a story with dialogue **Skill:** • Writing dialogue **SOFT SKILLS BOOSTER** • Decisiveness: Offer a strong or weak hypothesis.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **On the Move** page 56	• Describe how you deal with commuting • Help others avoid hassles while traveling • Talk about property lost, damaged, or stolen on a trip • Discuss protecting Internet security	• Travel hassles • Ways to politely ask for a favor **Word Study:** • Participial adjectives as noun modifiers	• The unreal conditional: continuous forms for actions in progress • The unreal conditional: statements with If it weren't for . . . / if it hadn't been for . . . **GRAMMAR EXPANDER** • Real and unreal conditionals: summary and expansion
7 **Belief and Reality** page 68	• Describe a scam • Describe fears and phobias • Talk about the power of suggestion • Discuss superstitions	• Phobias • Superstitions **Word Study:** • Noun and adjective forms	• Nouns: Indefinite, definite, unique, and generic meaning (review and expansion) • Reporting beliefs: It + a passive reporting verb **GRAMMAR EXPANDER** • Article usage: summary • Definite article: additional uses • Non-count nouns with both a countable and an uncountable sense • Grammar for Writing: passive reporting verbs with an infinitive phrase
8 **Achievement and Intelligence** page 78	• Identify your unique strengths • Talk about how you study • Discuss the effect of the environment on intelligence • Evaluate your emotional intelligence	• Ways to describe strengths and talents • Interpersonal and intrapersonal intelligence	• Using auxiliary do for emphatic stress • The subjunctive **GRAMMAR EXPANDER** • Grammar for Writing: emphatic stress • Infinitives and gerunds in place of the subjunctive
9 **Looking Ahead** page 90	• Discuss the pros and cons of innovative technologies • Make predictions about science and technology • Talk about preparing for future pandemics • Explain social and demographic trends	• Expressing and dismissing concern • Demographic and social trends	• The passive voice in unreal conditional sentences • The passive voice: the future, the future perfect, and the future as seen from the past **GRAMMAR EXPANDER** • Grammar for Writing: when to use the passive voice
10 **Global Ties** page 100	• React to international news events • Talk about the influence of foreign imports • Discuss the ways your culture might cause culture shock • Understand the impact of globalization	• Phrasal verbs for discussing events and issues • Discussing culture shock	• Separability of transitive phrasal verbs **GRAMMAR EXPANDER** • Phrasal verbs: expansion

Reference Charts ..... page 112
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CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
• Ask a stranger for help with "I wonder if you could do me a favor." • Agree to offer assistance with "How can I help?" • Confirm willingness to perform a favor with "I'd be happy to." • Announce your return with "I'm back."	**Listening Skills:** • Listen to activate vocabulary • Listen to activate grammar • Listen for main idea • Listen to confirm content • Listen for supporting details **Pronunciation:** • Regular past participle endings • Reduction in perfect modals	**Texts:** • A travel hassles self-test • Interview responses about commuting hassles • An article about laptop disasters while traveling **Skills / strategies:** • Identify supporting details • Summarize • Discussion	**WRITING HANDBOOK** **Task:** • Write an essay comparing and contrasting two means of transportation **Skill:** • A comparison and contrast essay **SOFT SKILLS BOOSTER** • Problem solving: Give constructive feedback non-judgmentally.
• Indicate you've guessed someone's news with "Don't tell me . . . " • Say "Why am I not surprised?" to suggest an outcome should have been predictable. • Respond to a question with "Don't ask" to imply that the answer will be disappointing. • Begin a statement with "Let's just say . . . " to indicate you're going to make a long story short.	**Listening Skills:** • Listen for main idea • Listen for details • Listen to confirm content **Pronunciation:** • Linking sounds	**Texts:** • A fact sheet about scams • Two accounts of phobias • An article about placebos and nocebos **Skills / strategies:** • Understand from context • Infer information • Critical thinking	**WRITING HANDBOOK** **Task:** • Write an essay about superstitions **Skill:** • Subject-verb agreement: expansion **SOFT SKILLS BOOSTER** • Leadership: Encourage others to support their ideas.
• Indicate that you have prior knowledge about a situation with "So I understand (that) . . . " • Use "Would you say you . . . ?" to encourage someone to express a point of view. • Say "So here's what I'd suggest" to announce you're going to propose a plan. • Say "You can't go wrong" to support someone's tentative decision.	**Listening Skills:** • Listen to confirm content • Listen to clarify • Listen to draw conclusions **Pronunciation:** • Emphatic stress with auxiliary verbs	**Texts:** • A questionnaire on ability to focus and stick to a task • Descriptions of strengths and talents • Study tips • An article on measuring intelligence **Skills / strategies:** • Understand main idea • Understand details • Find supporting details	**WRITING HANDBOOK** **Task:** • Write an essay about staying focused on a task **Skill:** • Explaining cause and result **SOFT SKILLS BOOSTER** • Respectfulness: Interrupt and delay an interruption.
• Respond with "Seriously?" to express disbelief. • Use "I'd think twice before . . . " to advise cautiousness about a decision. • Agree with someone's statement of personal belief with "That makes two of us!"	**Listening Skills:** • Listen for point of view • Listen to summarize • Listen to activate vocabulary • Listen for facts and figures • Listen to draw conclusions **Pronunciation:** • Reading aloud	**Texts:** • A survey on beliefs about the future • An article on preparing for future pandemics **Skills / strategies:** • Understand writer's purpose • Understand from context • Activate language	**WRITING HANDBOOK** **Task:** • Write a formal essay about future trends **Skill:** • The thesis statement in a formal essay **SOFT SKILLS BOOSTER** • Conflict resolution: Respectfully acknowledge disagreement.
• Say "You name it" to indicate the list could be a lot longer. • To add to an already long list, say "To say nothing about . . . " • Begin a statement with "At least . . . " to express mild approval or relief.	**Listening Skills:** • Listen to infer meaning • Listen to summarize • Listen for details **Pronunciation:** • Intonation of tag questions	**Texts:** • A quiz on English today • An article on efforts to reduce hunger • People's opinions about foreign imports • An interview about the effects of globalization **Skills / strategies:** • Activate prior knowledge • Identify supporting details	**WRITING HANDBOOK** **Task:** • Write an essay about globalization **Skill:** • Rebutting an opposing point of view **SOFT SKILLS BOOSTER** • Negotiation: Attempt to come to agreement by supporting your view with respect.

Writing Handbook ..... **page 144**
Soft Skills Booster ..... **page 154**

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.

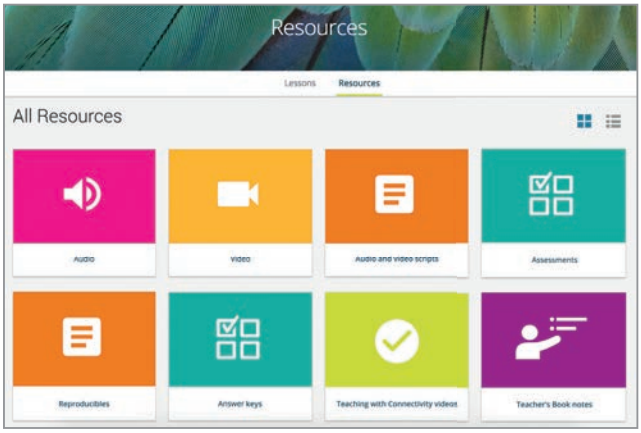
… and much more!

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.

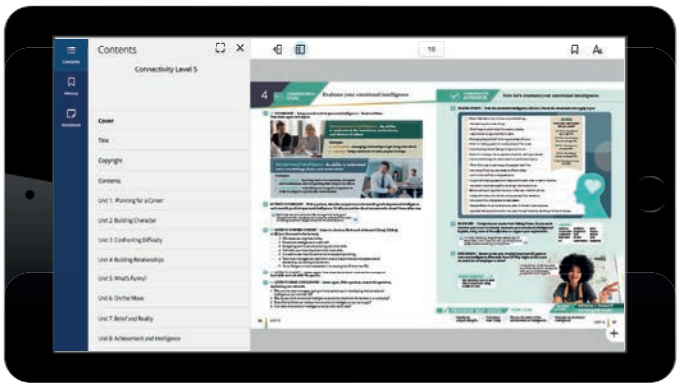
For the Student

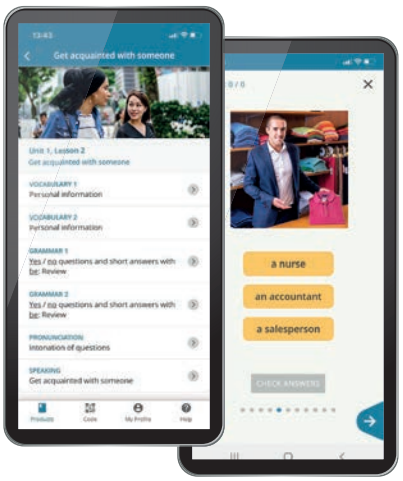
A code gives students access to the digital components: the Student's eBook, a Student's app, and Online Practice. A separate print Workbook is also available.

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.

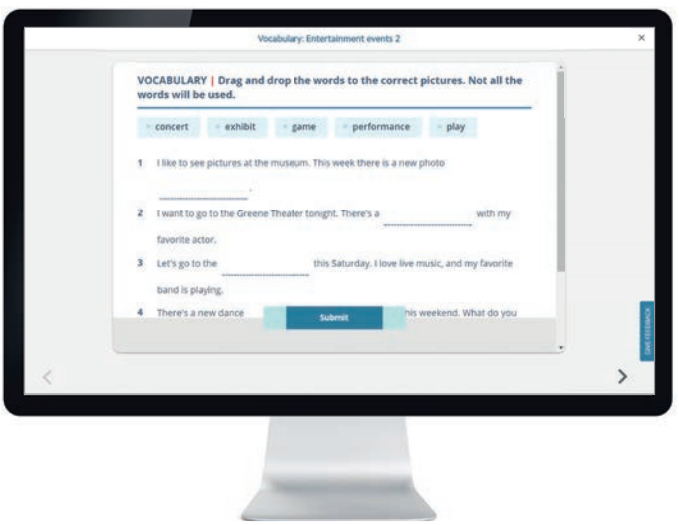
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. The app content is available on the Pearson Practice English App.

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 LESSONS 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.

AUTHORS' ACKNOWLEDGMENTS

The authors wish to thank Katherine Klagsbrun for her contribution to the *Connectivity* series, notably the Soft Skills Boosters; the Vocabulary Booster in Foundations level; the Grammar Expanders and Writing Handbooks in levels 1-3, and the Extend-It Phrase Books and Extra Challenge Reading Activities in levels 4 and 5.

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions during the development of *Connectivity*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

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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 164 of the Teacher's Book and Lesson Planner, you will find complete **audio** and **video scripts** for each unit.

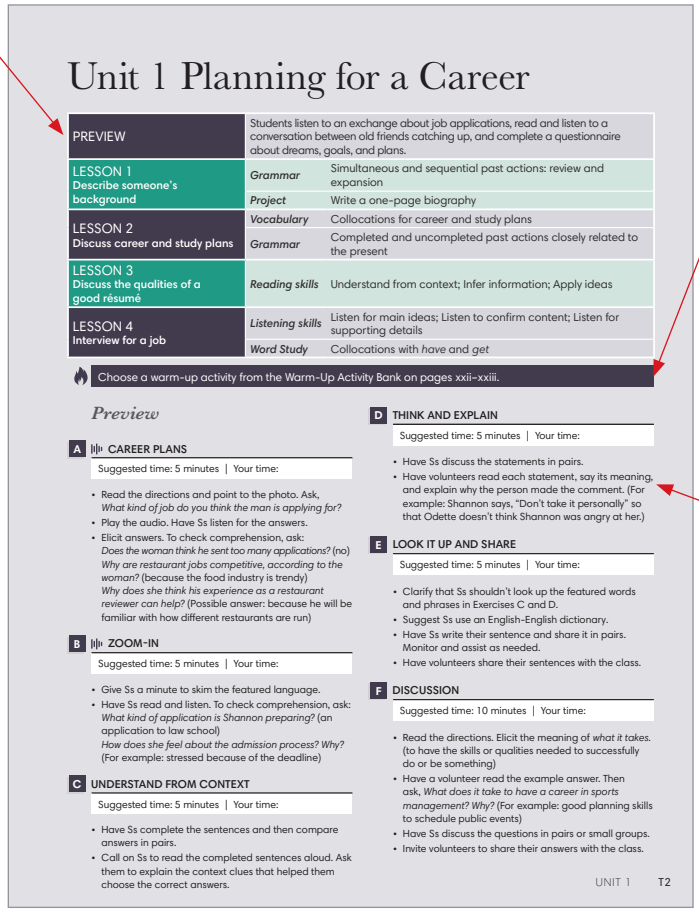
Designed for both new and experienced teachers, the information in the teacher's notes provides ideas and plans for each exercise on each Student's Book page as well as language notes and options and extensions for each class session. Using each of the suggested techniques will create a class of 60 minutes. 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 1 Planning for a Career

PREVIEW		Students listen to an exchange about job applications, read and listen to a conversation between old friends catching up, and complete a questionnaire about dreams, goals, and plans.
LESSON 1 Describe someone's background	*Grammar*	Simultaneous and sequential past actions: review and expansion
	Project	Write a one-page biography
LESSON 2 Discuss career and study plans	*Vocabulary*	Collocations for career and study plans
	Grammar	Completed and uncompleted past actions closely related to the present
LESSON 3 Discuss the qualities of a good résumé	*Reading skills*	Understand from context; Infer information; Apply ideas
LESSON 4 Interview for a job	*Listening skills*	Listen for main ideas; Listen to confirm content; Listen for supporting details
	Word Study	Collocations with *have* and *get*

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

Preview

A CAREER PLANS
Suggested time: 5 minutes | Your time:
- Read the directions and point to the photo. Ask, *What kind of job do you think the man is applying for?*
- Play the audio. Have Ss listen for the answers.
- Elicit answers. To check comprehension, ask: *Does the woman think he sent too many applications?* (no) *Why are restaurant jobs competitive, according to the woman?* (because the food industry is trendy) *Why does she think his experience as a restaurant reviewer can help?* (Possible answer: because he will be familiar with how different restaurants are run)

B ZOOM-IN
Suggested time: 5 minutes | Your time:
- Give Ss a minute to skim the featured language.
- Have Ss read and listen. To check comprehension, ask: *What kind of application is Shannon preparing?* (an application to law school) *How does she feel about the admission process? Why?* (For example: stressed because of the deadline)

C UNDERSTAND FROM CONTEXT
Suggested time: 5 minutes | Your time:
- Have Ss complete the sentences and then compare answers in pairs.
- Call on Ss to read the completed sentences aloud. Ask them to explain the context clues that helped them choose the correct answers.

D THINK AND EXPLAIN
Suggested time: 5 minutes | Your time:
- Have Ss discuss the statements in pairs.
- Have volunteers read each statement, say its meaning, and explain why the person made the comment. (For example: Shannon says, "Don't take it personally" so that Odette doesn't think Shannon was angry at her.)

E LOOK IT UP AND SHARE
Suggested time: 5 minutes | Your time:
- Clarify that Ss shouldn't look up the featured words and phrases in Exercises C and D.
- Suggest Ss use an English-English dictionary.
- Have Ss write their sentence and share it in pairs. Monitor and assist as needed.
- Have volunteers share their sentences with the class.

F DISCUSSION
Suggested time: 10 minutes | Your time:
- Read the directions. Elicit the meaning of *what it takes.* (to have the skills or qualities needed to successfully do or be something)
- Have a volunteer read the example answer. Then ask, *What does it take to have a career in sports management? Why?* (For example: good planning skills to schedule public events)
- Have Ss discuss the questions in pairs or small groups.
- Invite volunteers to share their answers with the class.

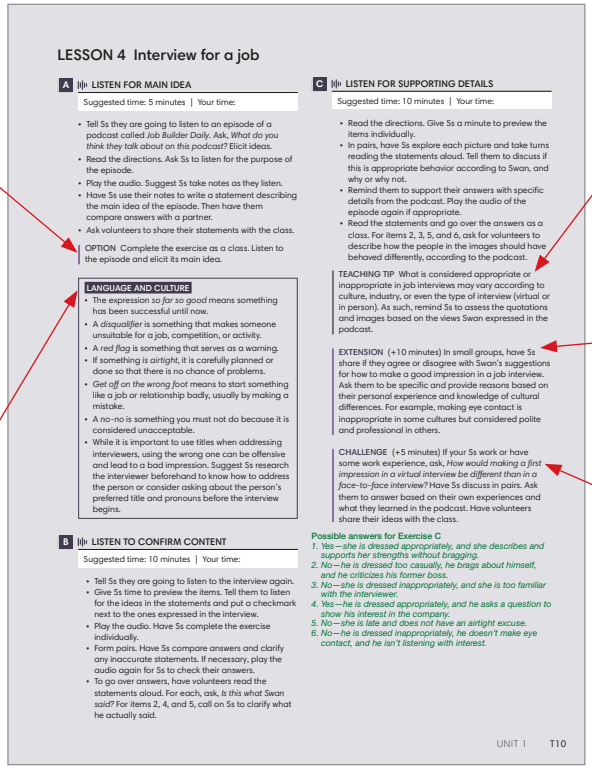
UNIT 1 T2

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*.)

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).

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



LESSON 4 Interview for a job

A LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

- Tell Ss they are going to listen to an episode of a podcast called *Job Builder Daily*. Ask, *What do you think they talk about on this podcast?* Elicit ideas.
- Read the directions. Ask Ss to listen for the purpose of the episode.
- Play the audio. Suggest Ss take notes as they listen.
- Have Ss use their notes to write a statement describing the main idea of the episode. Then have them compare answers with a partner.
- Ask volunteers to share their statements with the class.

OPTION Complete the exercise as a class. Listen to the episode and elicit its main idea.

LANGUAGE AND CULTURE

- The expression *so far so good* means something has been successful until now.
- A *disqualifier* is something that makes someone unsuitable for a job, competition, or activity.
- A *red flag* is something that serves as a warning.
- If something is *airtight*, it is carefully planned or done so that there is no chance of problems.
- *Get off on the wrong foot* means to start something like a job or relationship badly, usually by making a mistake.
- A *no-no* is something you must not do because it is considered unacceptable.
- While it is important to use titles when addressing interviewers, using the wrong one can be offensive and lead to a bad impression. Suggest Ss research the interviewer beforehand to know how to address the person or consider asking about the person's preferred title and pronouns before the interview begins.

B LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Tell Ss they are going to listen to the interview again.
- Give Ss time to preview the items. Tell them to listen for the ideas in the statements and put a checkmark next to the ones expressed in the interview.
- Play the audio. Have Ss complete the exercise individually.
- Form pairs. Have Ss compare answers and clarify any inaccurate statements. If necessary, play the audio again for Ss to check their answers.
- To go over answers, have volunteers read the statements aloud. For each, ask, *Is this what Swan said?* For items 2, 4, and 5, call on Ss to clarify what he actually said.

C LISTEN FOR SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Give Ss a minute to preview the items individually.
- In pairs, have Ss explore each picture and take turns reading the statements aloud. Tell them to discuss if this is appropriate behavior according to Swan, and why or why not.
- Remind them to support their answers with specific details from the podcast. Play the audio of the episode again if appropriate.
- Read the statements and go over the answers as a class. For items 2, 3, 5, and 6, ask for volunteers to describe how the people in the images should have behaved differently, according to the podcast.

TEACHING TIP What is considered appropriate or inappropriate in job interviews may vary according to culture, industry, or even the type of interview (virtual or in person). As such, remind Ss to assess the quotations and images based on the views Swan expressed in the podcast.

EXTENSION (+10 minutes) In small groups, have Ss share if they agree or disagree with Swan's suggestions for how to make a good impression in a job interview. Ask them to be specific and provide reasons based on their personal experience and knowledge of cultural differences. For example, making eye contact is inappropriate in some cultures but considered polite and professional in others.

CHALLENGE (+5 minutes) If your Ss work or have some work experience, ask, *How would making a first impression in a virtual interview be different than in a face-to-face interview?* Have Ss discuss in pairs. Ask them to answer based on their own experiences and what they learned in the podcast. Have volunteers share their ideas with the class.

Possible answers for Exercise C

1. *Yes—she is dressed appropriately, and she describes and supports her strengths without bragging.*
2. *No—he is dressed too casually, he brags about himself, and he criticizes his former boss.*
3. *No—she is dressed inappropriately, and she is too familiar with the interviewer.*
4. *Yes—he is dressed appropriately, and he asks a question to show his interest in the company.*
5. *No—she is late and does not have an airtight excuse.*
6. *No—he is dressed inappropriately, he doesn't make eye contact, and he isn't listening with interest.*

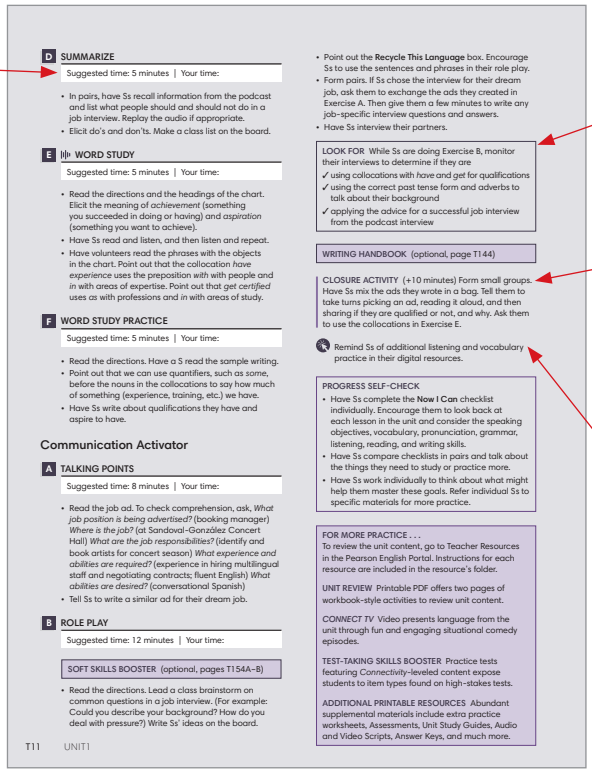
UNIT 1 T10

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

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

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.



D SUMMARIZE

Suggested time: 5 minutes | Your time:

- In pairs, have Ss recall information from the podcast and list what people should and should not do in a job interview. Replay the audio if appropriate.
- Elicit do's and don'ts. Make a class list on the board.

E WORD STUDY

Suggested time: 5 minutes | Your time:

- Read the directions and the headings of the chart. Elicit the meaning of *achievement* (something you succeeded in doing or having) and *aspiration* (something you want to achieve).
- Have Ss read and listen, and then listen and repeat.
- Have volunteers read the phrases with the objects in the chart. Point out that the collocation *have experience* uses the preposition *with* with people and *in* with areas of expertise. Point out that *get certified* uses *as* with professions and *in* with areas of study.

F WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have a S read the sample writing.
- Point out that we can use quantifiers, such as *some*, before the nouns in the collocations to say how much of something (experience, training, etc.) we have.
- Have Ss write about qualifications they have and aspire to have.

Communication Activator

A TALKING POINTS

Suggested time: 8 minutes | Your time:

- Read the job ad. To check comprehension, ask, *What job position is being advertised?* (booking manager) *Where is the job?* (at Sandoval-González Concert Hall) *What are the job responsibilities?* (identify and book artists for concert season) *What experience and abilities are required?* (experience in hiring multilingual staff and negotiating contracts; fluent English) *What abilities are desired?* (conversational Spanish)
- Tell Ss to write a similar ad for their dream job.

B ROLE PLAY

Suggested time: 12 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Lead a class brainstorm on common questions in a job interview. (For example: Could you describe your background? How do you deal with pressure?) Write Ss' ideas on the board.

- Point out the **Recycle This Language** box. Encourage Ss to use the sentences and phrases in their role play.
- Form pairs. If Ss chose the interview for their dream job, ask them to exchange the ads they created in Exercise A. Then give them a few minutes to write any job-specific interview questions and answers.
- Have Ss interview their partners.

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

✓ using collocations with *have* and *get* for qualifications
✓ using the correct past tense form and adverbs to talk about their background
✓ applying the advice for a successful job interview from the podcast interview

WRITING HANDBOOK (optional, page T144)

CLOSURE ACTIVITY (+10 minutes) Form small groups. Have Ss mix the ads they wrote in a bag. Tell them to take turns picking an ad, reading it aloud, and then sharing if they are qualified or not, and why. Ask them to use the collocations in Exercise E.

Remind Ss of additional listening and vocabulary 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, 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 situational comedy 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.

T11 UNIT1

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

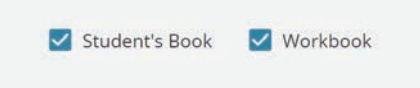
How to use the Presentation Tool

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.

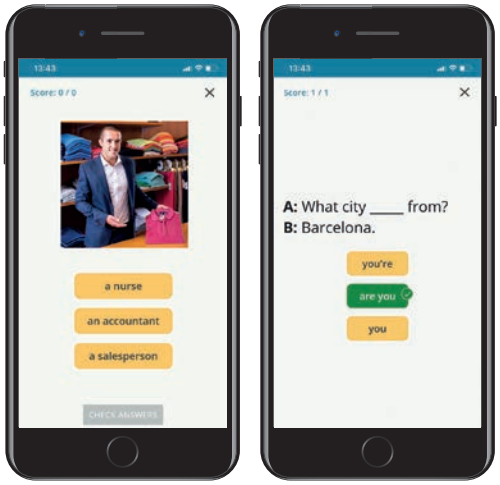
When you open the app, Select *Connectivity* from the list of Pearson courses that are currently available.

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*.

PRINTABLE RESOURCES

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.
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

Planning for a Career



PREVIEW

Possible answer:
He's planning for a career as a restaurant manager. She thinks he's an ideal candidate because he freelanced as a restaurant reviewer.

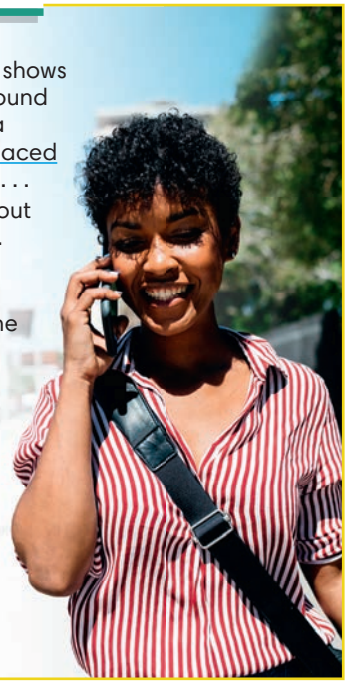
A CAREER PLANS | Listen to a man and woman discuss his job applications. What kind of job does he want and why does the woman think he's an ideal candidate?

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

UNDERSTAND A VARIETY OF ACCENTS
Shannon = Irish English
Odette = French



Shannon: Hey, Odette! How are you?
Odette: Shannon! I haven't heard from you in ages. I was beginning to think you might be angry about something.
Shannon: Oh, I'm sorry. I've just been totally out of touch with *everyone*. Don't take it personally.
Odette: Well, what have you been up to?
Shannon: Trying to get into law school! The deadline for the application is next week, and they require a ton of detailed stuff: recommendations, essays . . . I've just got to buckle down and get it all in in time. And there's an admissions test to prepare for, too. I know I sound a little desperate, but I can't bear the idea of putting this off for another year. It's not like I'm still 18, you know.
Odette: When did you get it into your head to study law?
Shannon: Well, I've actually always been interested in law—I love all those legal shows on TV. So, one day I was just fooling around online looking into what it takes to be a lawyer, and I took a practice test and I aced it! I know that sounds a little immodest . . .
Odette: Not really. You're not bragging about how smart you are—just stating a fact.
Shannon: Well, acing the practice test clinched it for me. I figured I have the interest, and the test indicates I have the aptitude. So, it was a no-brainer. I just decided to apply.
Odette: You know, I think the law'll be right up your alley. You win every argument . . . I mean that as a compliment.
Shannon: Thanks. I just wish I'd realized this a few years ago. But I've got my heart set on it now.
Odette: Well, better late than never. And I wish you all the luck in the world.



C UNDERSTAND FROM CONTEXT | Complete each statement with one of the featured words and phrases from Zoom-In.

1 If you get a great grade on a test, you can say you *aced* it.
2 If the reason for making a decision is obvious, you can call it a *no-brainer*.
3 When you know you have to pay attention to a task, you can say you have to *buckle down*.
4 *Bragging* about your accomplishments is immodest.
5 Something that's *right up your alley* is something you'd be really good at.

D THINK AND EXPLAIN | With a partner, interpret the meaning of each statement. *Possible answers:*

1 "Don't take it personally." *1. Don't worry that this experience is about you; I've treated everyone this way.*
2 "I can't bear the idea of putting this off for another year." *2. I want to do this right now.*
3 "Acing the practice test clinched it for me." *3. The practice test was the last thing that helped me decide.*
4 "I mean that as a compliment." *4. I'm saying something positive about you, even though it may sound like something negative.*
5 "Better late than never." *5. It's better to do something late than to never do it.*

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 | Thinking about your own strengths and weaknesses, what job or career do you think is or would be "right up your alley"? Explain "what it takes" to have that career and why.

> "I've loved sports since I was a kid, and I love working with teams of people. A career in sports management would be right up my alley."

Unit 1 Planning for a Career

PREVIEW	Students listen to an exchange about job applications, read and listen to a conversation between old friends catching up, and complete a questionnaire about dreams, goals, and plans.	
LESSON 1 **Describe someone's background**	***Grammar***	Simultaneous and sequential past actions: review and expansion
	Project	Write a one-page biography
LESSON 2 **Discuss career and study plans**	***Vocabulary***	Collocations for career and study plans
	Grammar	Completed and uncompleted past actions closely related to the present
LESSON 3 **Discuss the qualities of a good résumé**	***Reading skills***	Understand from context; Infer information; Apply ideas
LESSON 4 **Interview for a job**	***Listening skills***	Listen for main ideas; Listen to confirm content; Listen for supporting details
	Word Study	Collocations with *have* and *get*

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

Preview

A CAREER PLANS

Suggested time: 5 minutes | Your time:

- Read the directions and point to the photo. Ask, *What kind of job do you think the man is applying for?*
- Play the audio. Have Ss listen for the answers.
- Elicit answers. To check comprehension, ask:
  Does the woman think he sent too many applications? (no)
  Why are restaurant jobs competitive, according to the woman? (because the food industry is trendy)
  Why does she think his experience as a restaurant reviewer can help? (Possible answer: because he will be familiar with how different restaurants are run)

B ZOOM-IN

Suggested time: 5 minutes | Your time:

- Give Ss a minute to skim the featured language.
- Have Ss read and listen. To check comprehension, ask:
  What kind of application is Shannon preparing? (an application to law school)
  How does she feel about the admission process? Why? (For example: stressed because of the deadline)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss complete the sentences and then compare answers in pairs.
- Call on Ss to read the completed sentences aloud. Ask them to explain the context clues that helped them choose the correct answers.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Have Ss discuss the statements in pairs.
- Have volunteers read each statement, say its meaning, and explain why the person made the comment. (For example: Shannon says, "Don't take it personally" so that Odette doesn't think Shannon was angry at her.)

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Clarify that Ss shouldn't look up the featured words and phrases in Exercises C and D.
- Suggest Ss use an English-English dictionary.
- Have Ss write their sentence and share it in pairs. Monitor and assist as needed.
- Have volunteers share their sentences with the class.

F DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the meaning of *what it takes*. (to have the skills or qualities needed to successfully do or be something)
- Have a volunteer read the example answer. Then ask, *What does it take to have a career in sports management? Why?* (For example: good planning skills to schedule public events)
- Have Ss discuss the questions in pairs or small groups.
- Invite volunteers to share their answers with the class.

G TALKING POINTS

Suggested time: 15 minutes | Your time:

- Write on the board: *dreams, goals, plans*. Ask, *How are these three things different?* Have Ss discuss the question in pairs. Elicit answers. (For example: A dream is something you think about, while a goal is based on taking action. A plan is a series of actions that you think about carefully to help you achieve a goal.)
- Direct Ss' attention to the pictures. Ask, *What do you think are these people's dreams and goals?* (For example, from top: a goal to run a sheep farm; a dream to have a family; a dream to travel all over the world; a goal to exercise more; a goal to graduate and get a good job) Discuss each picture with the class.
- Ask, *Do any of these pictures represent one of your goals or dreams?* Elicit answers.
- Read Step 1. Ask for volunteers to read the questions for the class.
- Give Ss five minutes to write down their answers. Monitor and assist as needed.
- Bring the class together. Elicit some answers from Ss before moving on.
- Read Step 2. Write on the board the symbols ✓, ✗, and ?. Tell Ss to write one of these next to each answer in Step 1. Then read Step 3.
- Model Steps 2 and 3. Say, *I would like to visit Tokyo*. Draw a small box on the board. Inside the box, write the number 3. Draw a checkmark next to the box. Then write these notes next to the box: *research cost of trip (flights, accommodation, etc.), save money*. Say, *First, I need to research how much the trip will cost. Then I need to save money for it.*
- In Step 3, for long-term goals, suggest Ss think of short-term steps that move them toward their final goal.
- Remind Ss to write notes rather than complete sentences. Tell them to focus more on ideas than on grammar in their answers.
- Monitor and assist as Ss complete the questionnaire. Make sure they complete all three steps before moving on.

OPTION Review the instructions for all steps first. Then have Ss work individually to complete the exercise.

OPTION (+5 minutes) Before Ss start the questionnaire, ask them to imagine what they want five years from now, and write it down. Encourage them to write without thinking too much or judging their own ideas.

LANGUAGE NOTE The *immediate family* is usually defined as a person's smallest family unit, including parents, siblings, spouse, and children.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- In pairs, have Ss first compare their answers in Step 1, providing additional details about each dream. Then have them discuss the plans they listed in Step 3 and offer each other suggestions or advice on how they could achieve those dreams.
- Refer Ss to the featured words and phrases on page 2 and encourage Ss to use them in their discussions.
- As Ss discuss, monitor and assist as needed. Remind Ss to give their partners suggestions for how to make their dreams come true.
- Bring the class together. Ask volunteers to share their biggest dream or goal.

OPTION If Ss feel uncomfortable sharing their goals and dreams with the whole class, wrap up the activity in small groups rather than as a class.

OPTION (+5 minutes) Ask, *Were any of your dreams similar?* Write one common dream on the board. As a class, make a list of practical steps to make it come true.

EXTENSION (+5 minutes) Elicit the meaning of *short-term* and *long-term*. Then ask Ss, *Do you have a short-term goal for your studies? What are your long-term goals for your career?* Invite volunteers to share their answers with the class.

UNIT 1
COMMUNICATION GOALS

Lesson 1 **Describe someone's background**
Lesson 2 **Discuss career and study plans**
Lesson 3 **Discuss the qualities of a good résumé**
Lesson 4 **Interview for a job**





G **TALKING POINTS** | **Complete the questionnaire.**

FROM DREAMS TO GOALS TO PLANS

STEP 1: YOUR DREAMS

Before establishing your goals for life and career, it's worthwhile to explore your dreams. Focusing on the next five years, answer the questions as briefly as you can.

1. What would you like to do for fun and with whom?
2. Where would you like to live (location and type of housing)?
3. What places would you like to visit?
4. What job would you like to have?
5. Where would you like to work? (location and type of workplace)?
6. What would you like to own?
7. How would you describe your ideal immediate family?
8. What would your idea of a perfect weekend be?

STEP 2: YOUR GOALS

Look back at your answers in STEP 1. Imagine making those dreams into goals. Write a checkmark next to the ones you think you can achieve. Write an X for the ones you don't think you can. Write a ? for the ones you're not sure about.

STEP 3: YOUR PLANS

Choose three dreams you aren't sure you can achieve. Write the item number and what you think you need to do to achieve each dream. Write more on a separate sheet of paper if necessary.

☐ _____

☐ _____

☐ _____







START TALKING

PAIR WORK **Compare dreams with a partner, providing details. Are any of your dreams similar? Discuss practical ways you can make your dreams come true. Help each other make plans.**

1 COMMUNICATION GOAL Describe someone's background

A GRAMMAR CLOSE-UP | Read about a career decision that was made based on experience. Notice the featured grammar.

By the time I was 13, I was cooking dinner for our family at least twice a week, . . . not because I had to, but because I had discovered my passion: cooking! So, when I graduated from secondary school, I had already made up my mind. I decided that I would be a chef—hopefully a world-class famous one known for my own style of Korean food. However, my school counselor suggested—gently—that I needed a reality check. Instead of putting all my eggs in one basket at the young age of 18, I should find out what the work of a real chef entailed. So she found me a spot as an apprentice cook on a cruise ship, saying "There's no hurry. Have fun and learn. When you have a few cruises under your belt, you'll know for sure whether you want to be a chef."

And she was right. It turns out that even before a month had passed, I knew I had made the right decision. Those six months provided me with a solid background in skills and a realistic picture of what my daily life as a chef would be. My advice? If you're offered an apprenticeship or an internship, take it. And guess what? I've just been accepted to the International Culinary Institute!



Kang Jae-sang Apprentice cook, Incheon, South Korea

B DISCUSSION | Would you ever consider an internship or an apprenticeship before deciding on a career? Why or why not?

C GRAMMAR | Simultaneous and sequential past actions: review and expansion

GRAMMAR EXPANDER p. 118
Describing past actions and events: review

Completed past actions: the simple past tense and the past perfect (Review)

The simple past tense describes actions completed in the past, whether or not a specific time is mentioned. Context or time expressions can indicate whether the actions were simultaneous (at the same time) or sequential (one before the other).

Some people **clapped** when they **watched** the celebrity chef cooking. (= simultaneous completed actions)
In the year before he **applied** to the International Culinary Institute, Kang **worked** on a cruise ship. (= sequential completed actions)

Remember: The present perfect can also describe completed past actions.
Kang Jae-sang **has just enrolled** in the International Culinary Institute.

The simple past tense and the past perfect can be used to describe two sequential completed past actions. However, it's common to avoid the past perfect and use the simple past tense for both actions, especially when the context clarifies the order of occurrence.

Kang **had cooked** many meals before he **took** the apprenticeship. OR Kang **cooked** many meals before he **took** the apprenticeship.

Simultaneous actions in progress: the past continuous (Review)

A statement in the past continuous describes an action that was in progress at a time—or during a period of time—in the past.

Kang **was chopping** vegetables while the other cooks **were making** soup.

Remember: To describe an action that was completed during an action in progress, use the simple past tense.
Kang **applied** to the International Culinary Institute while he **was working** on the ship.

Expansion: sequential and completed past actions: the past perfect continuous and the simple past tense

The past perfect continuous can be used when one past action was already in progress before another one occurred. (It often emphasizes the duration of the action.)
Form the past perfect continuous with had been and a present participle.

By the time Kang **entered** culinary school, he **had been cooking** semi-professionally for six months on a cruise ship.
How long **had** Kang **been working** on a cruise ship when he **was accepted** by the International Culinary Institute?

LESSON 1 Describe someone's background

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Have Ss preview the photo and caption. Ask, *In the photo, who's the apprentice cook?* (the young man on the right) *What's his dream job?* (to become a chef)
- Have Ss read the text silently.
- To check comprehension, ask:
  When did Kang Jae-sang decide he wanted to be a chef—before or after he graduated from high school? (before)
  What did his school counselor suggest? (that he needed to understand the work of a chef before deciding to be one)
  Did he think his apprenticeship was helpful? (yes)
  How long did it take him to realize that? (less than a month)
  Why does he think it was useful? (It gave him skills and a better idea of what his job as a chef would be.)

OPTION Play the audio. Have Ss read and listen to the text so they notice the featured grammar and any new vocabulary.

OPTION (+3 minutes) Elicit the meanings of any unfamiliar words or phrases in the text.

LANGUAGE NOTES

- Someone who needs a *reality check* needs to consider the facts of a true situation instead of the way they imagine or want it to be.
- If you *put all your eggs in one basket*, you depend completely on just one plan or person and have no other options if things go wrong.
- If you *have something under your belt*, you have achieved, experienced, or obtained something important and useful.

B DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the questions. Have Ss discuss them in pairs or small groups.
- Remind Ss to give reasons to support their answers. (For example: I would probably not do it. An internship is good learning experience, but it doesn't provide financial stability.)
- Ask who would consider an internship or apprenticeship. Elicit reasons why or why not.

LANGUAGE AND CULTURE An *apprenticeship* is a formal employment program that trains you to do a specific job. It is usually paid and leads to full-time employment. An *internship* is a short-term period of temporary work experience. It is often unpaid and may not lead to a full-time job.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Say, *We can talk about past actions in many ways.* Read the first heading (**Completed past actions**) and rule. Make sure Ss understand the difference between simultaneous and sequential actions.
- Have a volunteer read the first example. Elicit the two simultaneous completed actions. (clapped; watched the celebrity chef) Point out that the word *when* can indicate simultaneous completed actions.
- Have another volunteer read the second example. Ask, *What are the two sequential completed actions?* (applied to the International Culinary Institute; worked on a cruise ship) *Which action happened first?* (worked on a cruise ship) *How do you know?* (the time expression *In the year before*) Have Ss underline the time expression.
- Read the second rule and examples. Ask, *Which happened first?* ([had] cooked many meals) *How do you know?* (the word *before*)
- Tell Ss the second statement is more common in informal spoken English.
- Draw Ss' attention to the first **Remember** note. Read the explanation and example. Point out that the word *just* indicates recent past actions.
- Read the second heading (**Simultaneous actions in progress**) and rule. Ask a volunteer to read the example.
- Elicit the two simultaneous actions in progress. Point out that the word *while* can indicate simultaneous actions in progress.
- Draw Ss' attention to the second **Remember** note. Read the explanation and example. Ask, *Which action was completed?* (applied to the institute) *Which was still in progress at the time?* (working on the ship)
- Read the final heading (**Expansion**) and rule. Remind Ss that a *present participle* is the form of a verb ending in *-ing* and is used for continuous tenses.
- Have a volunteer read the first example. Ask, *Which verb is in the simple past tense?* (entered) *Which is in the past perfect continuous?* (had been cooking) *Which action started first?* (had been cooking) *How do you know?* (the time expression *by the time* and the use of the past perfect continuous)
- Have a different volunteer read the second example. Elicit the verbs in the simple past and past perfect continuous. Remind Ss that we use *How long* to ask about the duration of an action. Point out the use of *when* before the completed action in the simple past.

LANGUAGE NOTE In spoken English, we often abbreviate the *had* in the past perfect continuous to *'d*. For example, *he'd been cooking*.

GRAMMAR EXPANDER (optional, page T118)

D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss preview the answer choices. Then ask them to pay attention to the order of the actions in each conversation.
- Play the audio. Pause after each conversation to give Ss time to answer.
- Have Ss compare answers in pairs. If necessary, play the audio again for Ss to check their answers.
- Go over the answers as a class. If necessary, play the audio again to break down the situation to support the correct answer.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Do item 1 as a class. Have Ss read the sentence. Ask, *Is the first action completed or in progress?* (completed) *How do you know?* (the time word *already; see* is a punctual action in this sense)
- Have Ss complete the exercise individually. Remind them to identify if each sentence describes actions that are completed or in progress. Suggest they use the time expressions to help them choose the correct answer.
- To go over the answers, call on Ss to read the completed sentences. For each, elicit the context or time expression that indicates whether the action was completed or in progress. (2. in progress, *for an hour*; 3. in progress, *for two hours*; 4. completed, *several times*; 5. completed, *already; get* is a punctual action in this sense)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have a volunteer read the questions.
- Direct Ss' attention to the last question. Write on the board: *three periods*. Elicit what this means. (Possible answers: childhood, adolescence, adulthood / child, college student, working adult / before children are born, raising children, after children grow up)
- Have Ss complete the exercise individually.

TEACHING TIP If Ss aren't married or don't yet have a career, allow them to talk about other relevant relationships or activities. Tell Ss to share only information they feel comfortable talking about.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Suggest that Ss take notes as they discuss.
- Review the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- In pairs, have Ss ask and answer questions about each other's background. Remind them to use different tenses to describe past actions and events.

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.

C PROJECT

Suggested time: 15 minutes | Your time:

- Read the directions. Ask, *What's a* biography? (the story of someone's life written by someone else)
- Have Ss write the bios using the notes from their discussion. Then have them exchange drafts with their partner to confirm that all the information is correct and offer additional information.
- Have Ss share their bios with the class.

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

✓ using the correct verb forms to describe simultaneous and sequential past actions and events

✓ using appropriate time expressions and conjunctions to indicate whether past actions were simultaneous or sequential

OPTION (+10 minutes) Ask Ss to summarize the bio they wrote and present their partners to the class or in small groups in two minutes or less.

EXTENSION (+10 minutes) Have Ss read through their classmates' bios for homework. Then ask them to share interesting things they learned about their classmates in the next class.

TEACHING TIPS

- Be sure to get Ss' permission before publishing photos and information about them online.
- Give Ss time to proofread their writing and check for correct past tense verb use in their sentences. If several edits were made, suggest that Ss rewrite a clean version of their text.

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 Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Tell Ss to say a statement about the person in the biography they wrote using grammar from the lesson. Then ask the class if they think the statement is true or false. For example: *By the time Paula moved here, she had lived in five different countries!* Listen and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional grammar practice in their digital resources.

D UNDERSTAND THE GRAMMAR | Listen to the conversations and circle the letter of the correct summary of the events. Listen again if necessary.

1. a They continued filming after he got on the bus.
   b The bus arrived after the filming was finished.

2. a Lisa had been thinking of buying the sweater that she left on the table.
   b The other girl bought the sweater before Lisa had a chance to try it on.

3. a Diane was texting and driving at the same time.
   b Diane had stopped driving before she texted.

E GRAMMAR PRACTICE | Complete the statements with the past perfect or the past perfect continuous.

1 I (had already seen / had already been seeing) the Picasso exhibit at the Metropolitan Museum, so I decided to stay home.
2 Lorraine (had been waiting / had waited) in the rain outside of the stadium for an hour when they canceled the game.
3 Ella (had been watching / had watched) TV for two hours when her parents came home.
4 She (had been trying / had tried) the recipe for cheese bread several times before she served it to friends.
5 Zach (had already gotten / had already been getting) a job as a medical technician when he decided he really wanted to go to medical school.

COMMUNICATION ACTIVATOR

Now let's describe someone's background.

A TALKING POINTS | Complete the questionnaire about your background.

Where were you born? _____
How long have you been living at your current address? _____
If you are married, when did you get married? _____
Where were you living when you got married? _____
If you have children, what are their names and ages? _____
If you have a career, what is it? _____
How long have you been studying English? _____
If you divided your life into three periods, how would you describe each one?
1 _____
2 _____
3 _____



B DISCUSSION | Get to know a classmate's background. Use your Talking Points as an interview guide. Use the simple past tense, the past perfect, the past continuous, and the past perfect continuous in your questions and answers to clarify the order of events in the past. Say as much as you can.

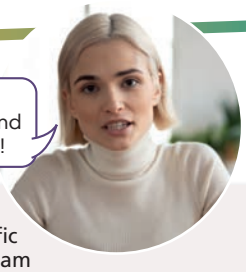
C PROJECT | Write a one-page biography of your partner, using the information from your Discussion. Post the bios on a class blog or on the board in your classroom. Include photos if possible. Use the bios to get to know your new classmates.

KEEP TALKING! ●●●

- Ask questions about other interests and hobbies.
- Compare similarities and differences in your backgrounds.
- Say as much as you can.

Watch the video for ideas!

2 COMMUNICATION GOAL Discuss career and study plans



A VOCABULARY | Collocations for career and study plans | Read and listen. Then listen again and repeat.

decide on a course of study or a career
Ruth decided on a career in city planning because she wants to improve the quality of urban life.

take up something you're interested in
As a child, Clark was fascinated by tropical fish and had two or three aquariums. So it's no surprise that he's taking up marine biology at the university.

apply for a job or a position in a company
I've applied for a summer internship at an accounting firm to see if I'd like to take up accounting as a career.

apply to a school or a program of study
Uh-oh! It's September 15th. I hope I haven't missed the deadline for applying to the creative writing program. I want to start in January.

sign up for a course or an activity
Lida doesn't have to sign up for an exam prep course. She aced the practice test, and she'll definitely do well on the actual test next month.

switch to a new course of study or a career
Mohammed started out in music theory but switched to dentistry because it had better career possibilities.

be accepted to / into / by a specific school or a program
Only two students from my class were accepted to medical school for the next term.

be rejected by a school or a program
Kang would have been heartbroken if he had been rejected by the International Culinary Institute.

enroll in a school or a program
Fewer people have enrolled in architecture schools in recent years, though it's not completely clear why.

B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Then listen again. After each conversation, complete the statement with the Vocabulary, using a different collocation for each item.

1 She has *decided on* a career in music.
2 He has *taken up* meditation.
3 She has *been rejected by* two graduate programs.
4 She has *been accepted into* engineering school.
5 He has *switched to* teaching math from his career in business.
6 She has *applied for* an apprenticeship in a medical lab.

C VOCABULARY PRACTICE | Complete the conversations, using the Vocabulary. There may be more than one way to answer correctly.

Possible answers:

1 **Nicole:** I've been a teacher for five years, but I've just decided to *switch to / take up* nursing.
Elliot: No way! I've just *been accepted to / applied to / enrolled in* nursing school myself! What a coincidence.



2 **Lila:** I know it sounds weird, but my lifelong dream has been to be an interior designer, so I'm going to *enroll in / apply to* an online interior design program. Better late than never, right?
Olivia: It must be something in the air. Here I am almost 50 years old, and I've just *applied to* law school. I hope I'm not rejected!



3 **Clare:** I'm a brand-new parent, but I kind of miss my work as a graphic designer, so I've *applied for* a part-time teaching position in the evening design program at the college. My husband said he'd take over with the baby when he gets home from work.
Jack: I've actually done something similar. I've been acting in commercials for years, and I've taken the plunge: I've *signed up for / enrolled in* a film course. I'll see whether I'm cut out for directing instead of acting.



4 **Phil:** Can you believe it? I was *rejected by* the driving school. To get in, you have to pass the written driver's exam first, and I failed by only one point! I don't know what I'll do if I can't get my license! I can't sleep and I've lost my appetite! I can't even focus on my classes.
Tony: Hey, Phil, take it easy. You can take the written test again next month. In the meantime, maybe you could *take up* yoga or meditation. If you were a little more relaxed, you'd be able to focus.



LESSON 2 Discuss career and study plans

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the heading. Elicit the meaning of *collocations*. (words that are often used together)
- Ask a volunteer to read the woman's statement. Say, *The phrase* applied to *is an example of a verb and preposition collocation*.
- Have Ss read and listen to the collocations. Then have them listen and repeat.
- Point out the difference between *decide on* and *take up; apply for* and *apply to;* and *be accepted to*, *be accepted into* and *be accepted by*.

LANGUAGE NOTES

- The collocations *decide on* and *take up* have different uses. When you *decide on* something, you choose something from a number of possible choices. For example, you can *decide on* fish in a restaurant or *decide on* a career as a lawyer. *Take up* means to start doing something regularly as a habit, job, or interest. For example, you can *take up* horseback riding or swimming.
- The collocations *be accepted to* and *be accepted into* are usually used with types of schools. For example, *I was accepted into medical school*. The collocation *be accepted by* is used with particular institutions. For example, *I was accepted by Harvard University*.

CHALLENGE (+5 minutes) To check comprehension, elicit other verbs or phrases that have the same meaning as each collocation. (For example: *decide on:* choose; *take up:* engage in; *apply for:* make a request for; *apply to:* send a request to a school / company for a job / position; *sign up for:* register for; *switch to:* change to; *be accepted to / into / by:* get in; *be rejected by:* not get in; *enroll in:* register for)

EXTENSION (+10 minutes) Ask Ss to write a sentence for each collocation about their own career or study plans or those of someone they know. Have volunteers share their sentences with the class.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Explain that each sentence summarizes something that happened in each conversation. Ss should use a collocation in the present perfect form to complete each sentence.
- Have Ss skim the exercise items. Tell them to think about which collocations could potentially complete each sentence.
- Do item 1 as a class. Pause after listening to the first conversation. Ask, *What collocation completes this statement?* Write *decided on* on the board. Underline the past participle *decided*.
- Play the audio for the other conversations. Pause after each one to give Ss time to choose and write the correct answer.
- Have Ss compare answers in pairs. Play the audio again for them to check their answers.
- Call on Ss to read the completed statements aloud.

LANGUAGE NOTES

- Conversation 2: *What's come over him?* means "What has made him suddenly act in a particular way?"
- Conversation 3: *What's with Nina?* means "What's the matter with Nina?"
- Conversation 3: *You can't blame her* means "You can't be surprised she feels or is acting a certain way."
- Conversation 3: *Feel down* means to feel unhappy or sad.
- Conversation 4: *No surprise there* means that something happened as expected.
- Conversation 5: To be *well suited* means to have the right qualities or qualifications.

C VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Do item 1 as a class. Give Ss a minute to read the conversation. Then read Nicole's statement. Elicit the answer. (switch to / take up)
- Read Elliot's response. Elicit the answer. (been accepted to / applied to / enrolled in) Then ask which expression in Elliot's response indicates he and Nicole were doing the same thing. (What a coincidence.)
- Have Ss complete the exercise individually and then compare answers in pairs. Monitor and assist as needed. Remind Ss that more than one answer may be possible.
- Go over answers as a class.

LANGUAGE NOTES

- Conversation 2: The expression *better late than never* means you are happy something has finally happened, even if you wish it had happened earlier.
- Conversation 2: *It must be something in the air* means that several people are (coincidentally) doing, thinking, or feeling similar things.
- Conversation 3: *Take the plunge* means to finally do something important, difficult, or risky after thinking about it for a long time.
- Conversation 3: To be *cut out* for something means to have the right qualities or character for something.
- Conversation 4: *Take it easy* means to stay or become calm or relaxed.

D GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the first rule and the examples. Ask, *What adverbs show that the actions have been completed recently?* (just, lately)
- Have Ss read the **Be careful!** note. Ask, *When did the action happen?* (last year)
- Read the second rule. Have a S read the example.
- Read the **Remember** note. Remind Ss that a stative verb describes a state or situation as opposed to an action or process. Read the example. Elicit the correct sentence. (I've owned this car for two years.)
- Read the final rule. Have a volunteer read the examples. Elicit sentences using the present perfect and all the adverbs listed.

LANGUAGE AND CULTURE *Driver's ed / education* is a class that prepares you to obtain a driver's license.

GRAMMAR EXPANDER (optional, pages T118–119)

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Call on Ss to read the completed sentences. For each, ask, *What adverb helped you choose the correct answer?* (1. last month, still, recently; 2. yet, last week, Lately)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Model the activity. Ask, *Have you ever enrolled in an online program?* Give Ss time to write their questions.
- In pairs, have Ss ask and answer their questions.

PRONUNCIATION LESSON (optional, pages T134–135)

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Ask, *What brings you here today?* to formally invite someone to request help or express a need.
- Use *Correct me if I'm wrong* to confirm something you believe to be true.
- Say, *I've given it some thought, and . . .* to introduce a thoughtful opinion or change of mind.
- Informally ask for advice with *I was hoping you could steer me in the right direction.*
- Formally express willingness to do something with *I'd be more than happy to . . .*

- Have Ss preview the conversation. Elicit examples of the target vocabulary and grammar in the conversation.
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *Why did Andy visit the counselor?* (to ask for advice on his study plans) *How does she offer to help?* (She will look into good programs and get back to him on that; she offers to write a recommendation.)
- Call Ss' attention to the **Social language** box. Read Speaker A's second line and have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat. Make sure they use falling intonation for *So how can I help?*
- Form pairs. Monitor as Ss practice the conversation.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Review the **Keep Talking!** box. Play the video to support Ss as they extend their conversations.
- Suggest Ss include their questions in Exercise F in their conversation, if appropriate.

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

✓ using collocations to describe career and study plans
✓ using the correct verb forms to talk about completed and uncompleted past actions
✓ using the correct adverbs with different verb forms

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

CLOSURE ACTIVITY (+5 minutes) Have Ss write a paragraph describing a career or study goal and the steps they have taken so far to achieve it. Ask them to use collocations from the Vocabulary. Remind Ss to use the present perfect and the present perfect continuous to discuss things they have done or have been doing to achieve the goal and the simple past when specifying a date. Collect and read Ss' paragraphs to identify areas for review.

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

D GRAMMAR | Completed and uncompleted past actions closely related to the present

You can use the present perfect for recently completed actions. The adverbs just, recently, and lately often accompany these statements. (Note: Lately is rarely used in affirmative statements.)

She**'s just been accepted** to a great music program.
Have you **checked** the requirements for a driver's license **lately**? They**'ve been revised**.

The present perfect continuous can describe an action that began in the recent past (and continues in the present and is therefore uncompleted). You can use recently and lately.

They**'ve been rejecting** a lot of applicants **recently**.

The following adverbs are used only with the present perfect, not the present perfect continuous, because they signal a completed action: ever, never, before, already, yet, still (with negative), so far, once, twice, (three) times.

Have you **ever thought** of enrolling in a teaching program? I **never have**.
She **still hasn't signed up** for driver's ed.

Be careful!
Use the simple past tense, not the present perfect, to talk about actions completed at a specific time in the past.
She **applied for** a position at the Oceanographic Academy last year.
NOT She ~~has applied~~ for a position at the Oceanographic Academy last year.

Remember: Don't use the present perfect continuous with these stative verbs: be, believe, hate, have (for possession), know, like, love, own, seem, understand.
DON'T SAY I~~'ve been owning~~ this car for two years.

GRAMMAR EXPANDER p. 118
Stative verbs: non-action and action meanings

E GRAMMAR PRACTICE | Circle the correct verb to complete each statement.

1 Last month I ('ve applied to / applied to) an aeronautical engineering program, but I still (haven't been receiving / haven't received) an acceptance letter. It's really hard to get in, and I'm a little pessimistic because no one I know (was / has been) accepted recently.
2 Marlo and Emma (haven't been signing up / haven't signed up) for the teacher development program yet. That's a problem because the in-class sessions (have started / started) last week. Lately, however, more and more people (have been taking / took) the course remotely.

F GRAMMAR PRACTICE | On a separate sheet of paper, write five questions to ask someone about his or her career or education plans. Use the present perfect, the simple past tense, the present perfect continuous, and appropriate adverbs.

PRONUNCIATION LESSON p. 134
Sentence stress and intonation: review

COMMUNICATION ACTIVATOR

Now let's discuss career and study plans.



A CONVERSATION MODEL | Read and listen.

A: So, Andy, what brings you here today?
B: I'd like some advice. I've been considering taking up hotel management.
A: Hotel management. Correct me if I'm wrong, but weren't you studying marine biology?
B: I was. But I've given it some thought, and I've decided I'm not cut out for science.
A: OK. So how can I help?
B: Well, I'd like to enroll in a good program. I was hoping you could steer me in the right direction.
A: Give me a day or two to look into it. I'll get back to you before the end of the week.
B: That's great.
A: My pleasure. And I'd be more than happy to write you a recommendation if you decide to apply.

Social language
Confirm something you believe to be true with "Correct me if I'm wrong."

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. Start like this: *So, what brings you here today?* Be sure to change roles and then partners. (Option: Use the Unit 1 Energizer Worksheet.)

KEEP TALKING! ●●●

- **Explain why your career or course of study wasn't a good fit.**
- **Ask questions about why a new career or course of study is more appealing.**
- **Say as much as you can.**

Watch the video for ideas!

3 COMMUNICATION GOAL Discuss the qualities of a good résumé



A READING | Read an article about résumés. Which résumé style do you think is best?

Résumé ABCs

A résumé is the single most important document in a job search. Your résumé is a summary of your work history, skills, and education, the key word being "summary." Unlike a CV or "curriculum vitae," which is more complete and has no restriction on length, a résumé should be short and limited to information an employer would consider relevant to the needs of a specific position. A good rule of thumb is one to two pages maximum. Even better is only one page—so long as it includes all relevant information.

The sole purpose of your résumé is to generate an employer's interest in interviewing you, as opposed to other potential candidates, for a particular job. Since it is estimated that employers typically spend only 7 seconds reviewing a résumé, the selection and presentation of your information should be strategic, highlighting those facts that would make you seem like a good fit.

The two most common ways to organize a résumé are *chronologically* (by jobs you've had, with your most recent jobs first) and *functionally* (by skills you have). The chronological and functional résumés contain the same information, but are organized according to those two plans.*

Once you have gathered the information to include, you can find templates online, ranging from simple and direct to highly designed. All you have to do is insert your own information into the template. You can then tweak it to personalize it to your taste.

All résumés should include the following information:

- your name and contact information
- a short statement of your career objective (your goals) OR a short profile of your abilities (your achievements)
- a list of the positions you have held
- your education
- your skills
- additional relevant information (certifications, languages, interests)

QUICK TIPS

- Stick to one of the common formats.
- Select a readable font, such as Arial, Calibri, or Times New Roman, in 11- or 12-point size. Use—but don't overuse—capital letters and boldface type to help feature certain facts.
- Save your file in PDF format so formatting will be preserved on all computer screens.
- Name your file with your name and the name of a position you are applying for, such as MaryJones_GraphicDesigner.pdf so it has a serious, professional feel.
- Watch your grammar! If you are describing experience that is completed, use the past tense. If you are describing something you are still doing, use the present tense. Use transitive verbs when possible. (Example: Say "Managed mail room" instead of "Was responsible for mail room.")
- Avoid spelling errors! Don't mix British and American spellings. Choose one and stick to it.
- It's OK to use first person ("I"). But stay consistent and don't mix it with third person ("she" or "he").
- List your experience before your education, unless you haven't yet graduated.
- Don't engage in exaggerated self-praise. State your strengths, but stay modest.
- Don't make any claims that are untrue.

KATHERINE POOLE

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GOAL: Manage a city-wide afterschool sports program for teens

EXPERIENCE

- **North Orange, New Jersey, Public Schools** 2019-present
  Guidance counselor at Colton High School
  Health education teacher at Colton High School
  Hockey Coach for Sutton Middle School team
  Gym teacher at middle and high schools
- **Benton City, New York, Tillis Magnet School** 2017-2019
  Gymnastics instructor
  Girls' basketball coach
  Tennis mentor for first-year students
  Assistant Physical Education Department Head
- **Newark, New Jersey, Robertson Middle School** 2016-2017
  Substitute gym teacher

EDUCATION

State University of New Jersey, Orchard City, NJ: BA in Physical Education

REFERENCES

Available upon request

** A third, less common, type combines both the functional and chronological formats. It's called the "combination" format and is sometimes chosen by people with complex and diverse experience.*

B UNDERSTAND FROM CONTEXT | Complete each statement about the words in the article.

1 A chronological employment history is organized by (dates / skills).
2 When information is relevant to a particular job it is (related to / unnecessary for) that job.
3 A candidate for a job is a person who is being (accepted by / considered for) that job.
4 An objective is something you want to (achieve / reject).
5 A format is a style of (organizing / checking) information.
6 A template is a readymade design that can guide you as you (find a job / create a document).

LESSON 3 Discuss the qualities of a good résumé

A READING

Suggested time: 20 minutes | Your time:

- Read the directions and ask Ss to consider the question as they read the article.
- Read the title of the article. Ask, *What are the* ABCs *of something?* (the parts of something you have to learn first because they are the most important and basic)
- Have Ss read the text silently. Suggest they underline and look up any words they are unfamiliar with.
- Ask, *What are the three résumé styles or formats mentioned in the article?* (chronological, functional, and the combination formats) Elicit explanations for each type.
- Draw Ss' attention to the brown box titled **All résumés should include . . .** Check understanding of each feature.
- Then bring Ss' attention to the sample résumé. Use it to check comprehension of the article and features. Ask, *What style of résumé is this?* (chronological) *What contact information is included? What is Katherine's objective? What job positions has she held? Where did she go to college? What other relevant information did she include?* (references are available if requested)
- Direct Ss' attention to the section **Quick Tips**. Review them one by one. Use the sample résumé to check understanding when appropriate. For example, ask, *What information is in boldface type?* (name, goal, headings)
- In pairs, have Ss answer the target question. Ask them to give reasons to explain their choice.
- Ask a few Ss the target question. Take a class poll on which style of résumé is the most popular.

LANGUAGE AND CULTURE

- In the United States, it's common to include on your résumé your address, email, and phone number. However, do not include your date of birth, race, sex, or relationship / family information because it's illegal for employers to make hiring decisions based on this information.
- It is increasingly common, though not universal or required, for résumés and signatures to emails to indicate the person's preferred gender pronouns after a name. Some examples:

  Taylor Jones (he / him / his): for people who identify as male

  Taylor Jones (she / her / hers): for people who identify as female

  Taylor Jones (they / them, theirs): for people who don't identify with either gender
- The use of the terms *résumé* and *CV* may vary among countries and cultures. For example, the British tend to refer to their main career document as a *CV,* while Australians, Americans, and Canadians tend to call it a *résumé*.
- A transitive verb is one that requires an object to receive the action. For example, the verb *discuss: The guidance counselor discussed colleges in the meeting.*

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

TEACHING TIP Remind Ss to use a dictionary to look up irregular past tenses, if a verb is transitive, and correct spellings.

EXTENSION (+5 minutes) In pairs or small groups, have Ss reflect on cultural differences regarding résumés. Ask, *How are American résumés similar or different to career documents in your country or culture? For example, do you include a photo? Other personal information?* Invite volunteers to share their experiences with the class.

EXTENSION (+10 minutes) Write these job descriptions on the board:
was hired to give career advice
was tasked with proper nutrition lessons
was responsible for hockey drills
was in charge of physical education
In pairs, have Ss rewrite the sentences replacing the passive verbs and phrases with *be* with transitive verbs. Do item 1 as a class. Read the description. Elicit answers. (Possible answers: 1. gave career advice to students; 2. taught proper nutrition lessons; 3. ran hockey drills with team; 4. led physical education classes)

EXTENSION (+15 minutes) In pairs, have Ss write five comprehension questions based on the information in the article. For example: *How would you define the term* résumé? *How are a résumé and a CV different? What are the three styles of résumés? How are they different? Should you list your experience before or after your education?* Tell Ss to also make a separate answer key. Then have pairs form groups of four. Tell pairs to exchange and answer each other's questions, and then check the answers.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Suggest they scan the article to locate the underlined words and circle them.
- Have Ss complete the exercise individually.
- To go over answers, call on Ss to read the completed sentences aloud.
- Remind Ss that the terms *objective* and *goal* are synonyms here.

C INFER INFORMATION

Suggested time: 5 minutes | Your time:

- Read the directions. Remind Ss that *infer* means to guess the meaning of something based on the information provided.
- Have Ss complete the exercise individually.
- Call on Ss to state the résumé format and explain their answers.

EXTENSION (+10 minutes) Print out additional one-page résumés in a variety of formats. Form small groups. Pass out one or two résumés to each group. Have Ss analyze the examples, identifying the format and type of information provided.

D APPLY IDEAS

Suggested time: 5 minutes | Your time:

- Read the directions. Refer Ss to the *Quick Tips* section of the article to find the answers.
- Do item 1 as a class. Have Ss preview the item. Elicit the answer. Ask which tip in Exercise A the writer did not follow. (Save your file in PDF format so formatting is preserved on all computer screens.)
- In pairs, have Ss identify the errors in each item.
- To go over answers, call on Ss to explain what is wrong.

OPTION (+5 minutes) Ask Ss to discuss how to correct items 1–5. Write on the board: *According to the article, the résumé writer should have . . .* Suggest Ss begin their answers in this way. Invite volunteers to rewrite the items on the board.

Answers for Exercise D

1. *didn't save the document as a PDF*
2. *didn't name the file with his/her name and the position applied for*
3. *didn't use a readable font*
4. *exaggerated and was not modest*
5. *mixed American and British spellings, spelled brochure incorrectly*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and the categories of information on the notepads. Suggest that Ss fill out the information for their résumé with a specific job in mind.
- Elicit the meaning of *reverse chronological order*. (listing the most recent jobs first)
- Tell Ss *inclusive dates* means the dates you start and stop something. Refer Ss to the second résumé in Exercise C for an example of how to list education information with inclusive dates.
- Lead a class brainstorm on different types of skills. Ask, *What are some skills to list on résumés?* (For example: computer programming, public speaking) Write Ss' ideas on the board. Remind Ss that the skills they list will depend on the job they are applying for.
- Refer Ss to the article in Exercise A on page 8 for examples of other relevant information to include.
- Have Ss fill out the first notepad with information about themselves.
- Monitor and assist as needed.
- Bring the class together. Ask volunteers to read the example answers.
- In pairs, have Ss take turns sharing their information and taking notes on their partner's experiences on the second notepad. Remind them to suggest a format for their partner's résumé and how to improve the description of the details provided.

B GROUP WORK

Suggested time: 15 minutes | Your time:

- Have pairs form groups of four. Give Ss 2–4 minutes each to share and discuss their partner's information with the group.
- Encourage pairs to ask and answer follow-up questions to learn more about each other.

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

✓ providing information for each heading on the notepad

✓ suggesting ways to improve the description of the information

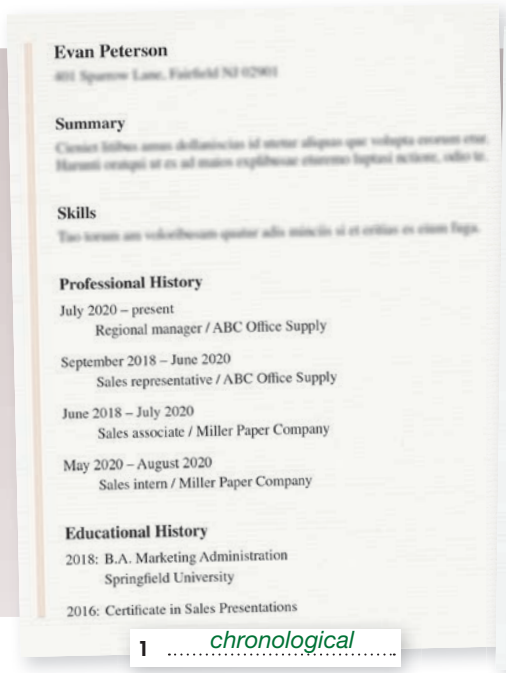
EXTENSION (+15 minutes) Have Ss compile the information from their chart in **Talking Points** into one of the three résumé formats. Tell them to write at least two entries for each category. Remind them to use the correct verb tense and transitive verbs. For homework, ask them to type it up and print it out. In class, form pairs and have Ss exchange résumés. Tell them to proofread each other's résumés according to the Quick Tips in the article in Exercise A. Encourage Ss to keep the final copy of their résumé to use in the future.

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write an objective statement for their résumé. Suggest they include their goal and relevant abilities and / or achievements. Model the activity. For example: *Successful professional with extensive experience in insurance sales and solid organizational skills seeking management position.* Collect Ss' statements to identify areas for review.



Remind Ss of additional reading practice in their digital resources.

C INFER INFORMATION | Write the format each résumé uses: chronological, functional, or combination.



Evan Peterson

Summary

Skills

Professional History

July 2020 – present
Regional manager / ABC Office Supply

September 2018 – June 2020
Sales representative / ABC Office Supply

June 2018 – July 2020
Sales associate / Miller Paper Company

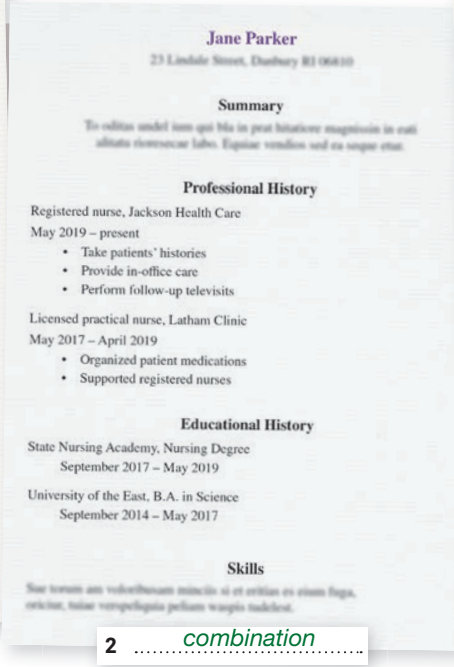
May 2020 – August 2020
Sales intern / Miller Paper Company

Educational History

2018: B.A. Marketing Administration
Springfield University

2016: Certificate in Sales Presentations

1 *chronological*



Jane Parker

Summary

Professional History

Registered nurse, Jackson Health Care
May 2019 – present
- Take patients' histories
- Provide in-office care
- Perform follow-up televisits

Licensed practical nurse, Latham Clinic
May 2017 – April 2019
- Organized patient medications
- Supported registered nurses

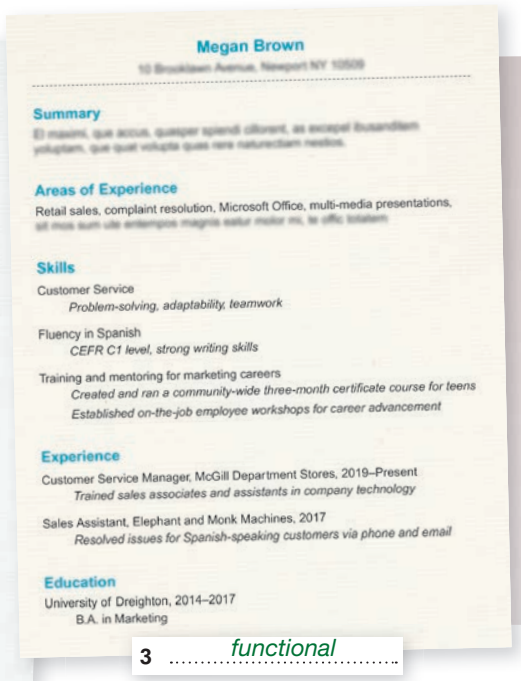
Educational History

State Nursing Academy, Nursing Degree
September 2017 – May 2019

University of the East, B.A. in Science
September 2014 – May 2017

Skills

2 *combination*



Megan Brown

Summary

Areas of Experience

Retail sales, complaint resolution, Microsoft Office, multi-media presentations,

Skills

Customer Service
Problem-solving, adaptability, teamwork

Fluency in Spanish
CEFR C1 level, strong writing skills

Training and mentoring for marketing careers
Created and ran a community-wide three-month certificate course for teens
Established on-the-job employee workshops for career advancement

Experience

Customer Service Manager, McGill Department Stores, 2019–Present
Trained sales associates and assistants in company technology

Sales Assistant, Elephant and Monk Machines, 2017
Resolved issues for Spanish-speaking customers via phone and email

Education

University of Dreighton, 2014–2017
B.A. in Marketing

3 *functional*

D APPLY IDEAS | With a partner, discuss what each résumé writer below did wrong, according to the article.

See page T9 for answers.

1 2018 to 2021 Ad ministrative assis □□□□istan tant to CEO of Brown C ompany

2 lmthebigcheese_résumé_V68

3 *Objective:* To find a position in which I can combine my CREATIVITY with my solid financial management skills.

4 **Achievements:** In the first months on my last job, the CEO of the company called me every day for advice. She told me she had never had an employee as intelligent as me!!

5 **2019:** I introduced the concept of using colour photos and a color cover on the sales brosure.

COMMUNICATION ACTIVATOR

Now let's discuss the qualities of a good résumé.

A TALKING POINTS | With a partner, describe the details you'd like to include on your résumé (or just invent details for practice). Write notes on the notepads. Decide which format you think your partner should use. Suggest ways to best describe the details in your résumés.

"I had my first job when I was 13. I worked in my school's library and helped students find books."

"I can make spreadsheets of complex information. I need that skill for a job in sales management."

MY INFORMATION
[job history in reverse chronological order]

[education with inclusive dates]

[skills]

[other relevant information]

MY PARTNER'S INFORMATION
[job history in reverse chronological order]

[education with inclusive dates]

[skills]

[other relevant information]

B GROUP WORK | Use your Talking Points to tell your classmates about your partner. Answer questions from the group. Supply details.

4 COMMUNICATION GOAL Interview for a job

A LISTEN FOR MAIN IDEA | Listen to the interview of Evan Swan on the *Job Builder Daily* podcast. Write a statement explaining the main purpose of this podcast. Then, compare your response with your classmates' statements.

Possible answer: The main purpose is to give listeners information on how to have a successful interview.

B LISTEN TO CONFIRM CONTENT | Listen again. Check the ideas that Swan expressed. Then, for the statements that do not reflect what he said, work with a partner to clarify what he actually *did* say.

- ☑ **1** Employers expect employees to be punctual on the job. *Possible answers:*
- ☐ **2** Interviewees shouldn't ask interviewers questions during a job interview because it might indicate that they don't know anything about the company. *2. Interviewees should ask questions and show interest in the company.*
- ☑ **3** It's important for job candidates to express interest in the company offering the job.
- ☐ **4** Interviewers should dress informally when they interview job candidates. *4. Interviewers might dress informally, but interviewees should not dress informally.*
- ☐ **5** It's better not to explain why you are late for an interview because it draws too much attention to your lateness. *5. If being late was unavoidable, you must give a detailed explanation and assure the interviewer that you are not usually late.*

C LISTEN FOR SUPPORTING DETAILS | Read each quotation from a job interview. With a partner, discuss and explain whether the interviewee followed the suggestions Evan Swan gave in the podcast. Support your answers with information from the podcast. Listen again if necessary.

See page T10 for possible answers.



LESSON 4 Interview for a job

A LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

- Tell Ss they are going to listen to an episode of a podcast called *Job Builder Daily*. Ask, *What do you think they talk about on this podcast?* Elicit ideas.
- Read the directions. Ask Ss to listen for the purpose of the episode.
- Play the audio. Suggest Ss take notes as they listen.
- Have Ss use their notes to write a statement describing the main idea of the episode. Then have them compare answers with a partner.
- Ask volunteers to share their statements with the class.

OPTION Complete the exercise as a class. Listen to the episode and elicit its main idea.

LANGUAGE AND CULTURE

- The expression *so far so good* means something has been successful until now.
- A *disqualifier* is something that makes someone unsuitable for a job, competition, or activity.
- A *red flag* is something that serves as a warning.
- If something is *airtight*, it is carefully planned or done so that there is no chance of problems.
- *Get off on the wrong foot* means to start something like a job or relationship badly, usually by making a mistake.
- A *no-no* is something you must not do because it is considered unacceptable.
- While it is important to use titles when addressing interviewers, using the wrong one can be offensive and lead to a bad impression. Suggest Ss research the interviewer beforehand to know how to address the person or consider asking about the person's preferred title and pronouns before the interview begins.

B LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Tell Ss they are going to listen to the interview again.
- Give Ss time to preview the items. Tell them to listen for the ideas in the statements and put a checkmark next to the ones expressed in the interview.
- Play the audio. Have Ss complete the exercise individually.
- Form pairs. Have Ss compare answers and clarify any inaccurate statements. If necessary, play the audio again for Ss to check their answers.
- To go over answers, have volunteers read the statements aloud. For each, ask, *Is this what Swan said?* For items 2, 4, and 5, call on Ss to clarify what he actually said.

C LISTEN FOR SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Give Ss a minute to preview the items individually.
- In pairs, have Ss explore each picture and take turns reading the statements aloud. Tell them to discuss if this is appropriate behavior according to Swan, and why or why not.
- Remind them to support their answers with specific details from the podcast. Play the audio of the episode again if appropriate.
- Read the statements and go over the answers as a class. For items 2, 3, 5, and 6, ask for volunteers to describe how the people in the images should have behaved differently, according to the podcast.

TEACHING TIP What is considered appropriate or inappropriate in job interviews may vary according to culture, industry, or even the type of interview (virtual or in person). As such, remind Ss to assess the quotations and images based on the views Swan expressed in the podcast.

EXTENSION (+10 minutes) In small groups, have Ss share if they agree or disagree with Swan's suggestions for how to make a good impression in a job interview. Ask them to be specific and provide reasons based on their personal experience and knowledge of cultural differences. For example, making eye contact is inappropriate in some cultures but considered polite and professional in others.

CHALLENGE (+5 minutes) If your Ss work or have some work experience, ask, *How would making a first impression in a virtual interview be different than in a face-to-face interview?* Have Ss discuss in pairs. Ask them to answer based on their own experiences and what they learned in the podcast. Have volunteers share their ideas with the class.

Possible answers for Exercise C

1. *Yes—she is dressed appropriately, and she describes and supports her strengths without bragging.*
2. *No—he is dressed too casually, he brags about himself, and he criticizes his former boss.*
3. *No—she is dressed inappropriately, and she is too familiar with the interviewer.*
4. *Yes—he is dressed appropriately, and he asks a question to show his interest in the company.*
5. *No—she is late and does not have an airtight excuse.*
6. *No—he is dressed inappropriately, he doesn't make eye contact, and he isn't listening with interest.*

D SUMMARIZE

Suggested time: 5 minutes | Your time:

- In pairs, have Ss recall information from the podcast and list what people should and should not do in a job interview. Replay the audio if appropriate.
- Elicit do's and don'ts. Make a class list on the board.

E WORD STUDY

Suggested time: 5 minutes | Your time:

- Read the directions and the headings of the chart. Elicit the meaning of *achievement* (something you succeeded in doing or having) and *aspiration* (something you want to achieve).
- Have Ss read and listen, and then listen and repeat.
- Have volunteers read the phrases with the objects in the chart. Point out that the collocation *have experience* uses the preposition *with* with people and *in* with areas of expertise. Point out that *get certified* uses *as* with professions and *in* with areas of study.

F WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have a S read the sample writing.
- Point out that we can use quantifiers, such as *some*, before the nouns in the collocations to say how much of something (experience, training, etc.) we have.
- Have Ss write about qualifications they have and aspire to have.

Communication Activator

A TALKING POINTS

Suggested time: 8 minutes | Your time:

- Read the job ad. To check comprehension, ask, *What job position is being advertised?* (booking manager) *Where is the job?* (at Sandoval-González Concert Hall) *What are the job responsibilities?* (identify and book artists for concert season) *What experience and abilities are required?* (experience in hiring multilingual staff and negotiating contracts; fluent English) *What abilities are desired?* (conversational Spanish)
- Tell Ss to write a similar ad for their dream job.

B ROLE PLAY

Suggested time: 12 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Lead a class brainstorm on common questions in a job interview. (For example: Could you describe your background? How do you deal with pressure?) Write Ss' ideas on the board.
- Point out the **Recycle This Language** box. Encourage Ss to use the sentences and phrases in their role play.
- Form pairs. If Ss chose the interview for their dream job, ask them to exchange the ads they created in Exercise A. Then give them a few minutes to write any job-specific interview questions and answers.
- Have Ss interview their partners.

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

✓ using collocations with *have* and *get* for qualifications
✓ using the correct past tense form and adverbs to talk about their background
✓ applying the advice for a successful job interview from the podcast interview

WRITING HANDBOOK (optional, page T144)

CLOSURE ACTIVITY (+10 minutes) Form small groups. Have Ss mix the ads they wrote in a bag. Tell them to take turns picking an ad, reading it aloud, and then sharing if they are qualified or not, and why. Ask them to use the collocations in Exercise E.

Remind Ss of additional listening and vocabulary 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, 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 situational comedy 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.



D SUMMARIZE | With a partner, make a list of do's and don'ts for a job interview. *See below for possible answers.*

E WORD STUDY | Collocations with have and get for qualifications | Read and listen to the qualifications, paying attention to have, get, and the prepositions. Then listen again and repeat.

Achievements	Aspirations
have a certificate in [teacher training]	**get certified as** [an electrician] / **in** [CPR]
have a degree in [nursing]	**get a degree in** [medicine]
have experience with [children] / **in** [accounting]	**get experience in** [public speaking]
have training in [graphic design]	**get training in** [restaurant management]

F WORD STUDY PRACTICE On a separate sheet of paper, write statements about your qualifications, using at least four of the collocations.

I have quite a bit of experience in videography, which I've done on a freelance basis since I was in college. But now, I'm interested in getting some formal training . . . .

COMMUNICATION ACTIVATOR

Now let's interview for a job.

A TALKING POINTS | Look at the job ad. On a separate sheet of paper, write a similar ad for your dream job.

B ROLE PLAY | Choose one of the following role plays. In your role play, use the collocations with have and get for your qualifications. Talk about your background. Follow the suggestions from the podcast in Exercise A. (Option: Use the Unit 1 Soft Skills Booster, p. 154.)

1 An interview between an interviewer and a job candidate for the booking manager job in Talking Points.
OR
2 An interview between an interviewer and you for the dream job you created in Talking Points. Use your notepad from page 9.

BOOKING MANAGER
Sandoval-González Concert Hall
LOS ANGELES, USA

Apply Now
Save Email

Details

Seeks booking manager to identify and book a variety of artists and groups for upcoming concert season. Must have experience in hiring multilingual online advertising staff and negotiating contracts with artists. Ability to speak English required. Conversational ability in Spanish desirable.

RECYCLE THIS LANGUAGE

- So, what brings you here today?
- [Architecture] wasn't a good fit for me.
- I decided on a course in [cooking].
- I applied for a job in [nursing].
- I applied to the [nursing] program.
- switch to
- enroll in
- be accepted to / into / by
- be rejected by

WRITING HANDBOOK p. 144
- **Skill:** A formal letter
- **Task:** Write a cover letter for a job application

Possible answers for Exercise D

Do
Arrive on time.
Ask questions.
Listen to answers.
Stay on topic.

Don't
Be too familiar.
Brag about yourself.
Seem desperate to get the job.
Criticize your current or former employer.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe someone's background.
- ☐ Discuss career and study plans.
- ☐ Discuss the qualities of a good résumé.
- ☐ Interview for a job.

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

UNIT 2

Building Character

PREVIEW

Possible answer:
People are most likely to tell lies in situations where they have a lot of social contact.

A **IS LYING GOOD FOR YOU? | Listen to a lecture on the truth about lying. In what kinds of situations does the speaker imply that people are most likely to tell lies? Do you ever tell lies?**

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

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



Sofie: Mom, do you remember that troublemaker in my class who I told you about?

Mom: Rick? The guy who always wants to be the center of attention, right?

Sofie: Mm-hmm. So Mr. Heinz had to leave the room, and as soon as he leaves, Rick gets up and sits in Mr. Heinz's chair, acting like he's the teacher, just for a few laughs.

Mom: Sounds obnoxious to me.

Sofie: But that's not the worst of it. He got so carried away that he started fooling around with Mr. Heinz's tablet. Then things kind of got out of hand. He dropped it on the floor and the screen cracked!

Mom: Well, it serves him right. I suppose he's in big trouble now.

Sofie: Actually no. He ran back to his seat as if nothing had happened.

Mom: But Mr. Heinz must have seen the tablet when he got back. What happened then?

Sofie: No one said a word.

Mom: Why didn't you—or anyone else—speak up?

Sofie: I guess no one wanted to be called a snitch. And now Mr. Heinz is blaming everyone. He knows we all know what happened. I feel so guilty.

Mom: Sofie, don't be so hard on yourself. You aren't the only one who didn't do the right thing . . . So how can you make things right now?

Sofie: I could tell Mr. Heinz the truth?

Mom: Or what about talking to Rick instead? Tell *him* to own up to what he did. Say it's not fair for him to expect you or his other classmates to conceal the truth to protect him.

Sofie: That's actually a pretty good idea. Rick's not a bad guy, just a bit of a clown. He'll get it.

Mom: And then no one would think you were telling on him.

Sofie: Mom, you're so smart!

C **UNDERSTAND FROM CONTEXT | With a partner, find and discuss the meanings of these featured words and phrases from Zoom-In. Then paraphrase these sentences.**

1 I was so embarrassed that I dropped Ben's phone. But that's not the worst of it!
2 I was going to chat with Sue for just a few minutes. But we got carried away.
3 We just wanted to scare him a little. But I guess things got out of hand.
4 Audrey lies all the time. If people don't want to be her friend, it serves her right!
5 Don't worry. I won't tell anyone you broke the plate. I'm not a snitch!
6 I'm so sorry I forgot your birthday again. How can I make things right?
7 Honestly, I think what you said to her was mean. I suggest you own up to that and apologize.
8 If mom finds out I didn't go to class today, she'll be really mad. Don't tell on me, OK?

Possible answers:
1. Even more bad things happened!
2. But we just couldn't stop.
3. But we went too far. The result wasn't what we'd thought it would be.
4. If people don't want to be her friend, it's her own fault.
5. I don't report people when they do something wrong.
6. What can I do to make you feel better and make up for my mistake?
7. I suggest you take responsibility and admit you made a mistake.
8. Don't (be a snitch and) tell mom that I did something 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 **DISCUSSION | Do you think the mother gave her daughter good advice? What advice would you have given Sofie in this situation? Explain your reasons.**

Unit 2 Building Character

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

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

Preview

A IS LYING GOOD FOR YOU?

Suggested time: 5 minutes | Your time:

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

B ZOOM-IN

Suggested time: 5 minutes | Your time:

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

LANGUAGE NOTES

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

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

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

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

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

E DISCUSSION

Suggested time: 5 minutes | Your time:

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

F TALKING POINTS

Suggested time: 10 minutes | Your time:

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

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

G VOCABULARY

Suggested time: 2 minutes | Your time:

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

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

H PAIR WORK

Suggested time: 8 minutes | Your time:

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

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

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

START TALKING | DISCUSSION

Suggested time: 10 minutes | Your time:

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

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

Lesson 1 Discuss when telling a lie might be acceptable
Lesson 2 Accept responsibility and express regret
Lesson 3 Identify the origins of moral principles
Lesson 4 Describe the values you live by

F TALKING POINTS | Take the self-test.

Can you own up to
your mistakes?

WHAT WOULD YOU DO?

A I'd admit making a mistake.
I'm so sorry. It was *my* fault! I should have been more careful.

B I'd shift the blame.
The dog did it!

C I'd make up an excuse.
It wasn't my fault! There were way too many things on the shelf.





What would YOU do if you . . .

		A	B	C	other
1	broke something that didn't belong to you?	○	○	○	○
2	lost something you had borrowed from someone?	○	○	○	○
3	were late for a meeting or an appointment?	○	○	○	○
4	broke a promise you had made to someone?	○	○	○	○
5	forgot someone's birthday or anniversary?	○	○	○	○
6	damaged someone else's parked car?	○	○	○	○
7	were stopped by the police for speeding?	○	○	○	○
8	were caught gossiping about someone?	○	○	○	○

If you checked . . .

more than five A's:
You're very confident and extremely trustworthy!

more than five B's:
Nobody's perfect! Try accepting responsibility more often. It might feel good!

more than five C's:
Danger! Excuses work sometimes. But you'll feel better in the end if you're truthful.

a few of each:
Welcome to the club. You're human!

G VOCABULARY | Accepting or avoiding responsibility | Listen and repeat.

admit making a mistake shift the blame make up an excuse

H PAIR WORK | Compare self-tests with a partner. Tell him or her about a time you had to own up to one of these mistakes. If you checked "other," tell your partner what you would do in that situation.

START TALKING

DISCUSSION Discuss one or more of these topics.

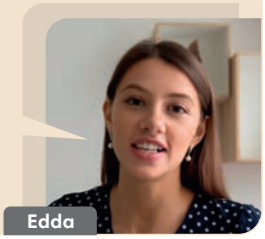
- a time when you got carried away and things got out of hand
- a time you had to own up to something you did in order to make things right
- a time you or someone you know had to speak up in order to do the right thing
- a time you were proud of someone for accepting responsibility and making things right

1 COMMUNICATION GOAL

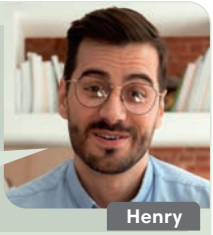
Discuss when telling a lie might be acceptable

A GRAMMAR CLOSE-UP | Read the comments about the pros and cons of being truthful. Notice the featured grammar.

"Let's face it. The lies that people tell their closest friends are usually only 'little white lies.' For example, my best friend Angie recently dyed her hair a kind of a greenish color, and I thought it looked pretty weird. But I didn't want to hurt a person whose friendship meant so much to me, so I said, 'It looks terrific!' In the end, no harm done."


Edda

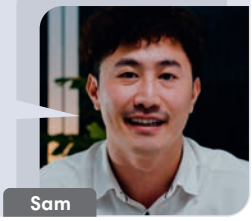
"In my opinion, there aren't many times when telling a lie is acceptable. The relationships that are the most important to you could be harmed if you're not honest with each other. I know they say everyone tells lies—but that doesn't make it right."


Henry


Maritza

"Am I always truthful? Not really. Once I forgot to pay my credit card bill on time, and they charged me a late fee. So I called the company and told them I'd never received the bill. That was a lie, but the employee to whom I was speaking was very nice about it and she waived the fee. In my experience, people who always tell the truth end up having to pay for their honesty. So in my view, being truthful is not always worth it."

"The truth is there's no place in the world where people are honest 100% of the time. Lying is just something social that people in all cultures do. In fact, there are many situations in which telling a lie may be the best solution for getting along. And then there are people to whom we should never be dishonest."


Sam

B PAIR WORK | Where would you place the people from Grammar Close-Up on the continuum? Write their names. Then place an X on the continuum for where you fall. Explain your reasoning, citing examples from Grammar Close-Up and from your own experience.

NEVER TRUTHFUL — SOMETIMES TRUTHFUL — ALWAYS TRUTHFUL

C GRAMMAR | Adjective clauses: review and expansion

GRAMMAR EXPANDER p. 119
Adjective clauses: overview
Adjective clauses with quantifiers

Remember: Like an adjective, an adjective clause gives more information about a noun. The relative pronouns who, whom, and that introduce adjective clauses about people. The relative pronouns that and which introduce adjective clauses about things.

People **who tell the truth** are sometimes punished for doing so. (who = people)
White lies are the most common types of lies **that people tell**. (that = the most common types of lies)

Use the relative pronouns when, where, and whose to introduce adjective clauses about time, location, and possession.

Time: There will never be a time **when some sort of lying isn't socially necessary**.
Location: There's no place in the world **where people are completely honest 100% of the time**.
Possession: People **whose jobs require the most social contacts** tell the most lies.

In formal English, when a relative pronoun is the object of a preposition, the preposition appears at the beginning of the clause. In informal English, the preposition usually appears at the end. (Note: There is no informal form for in which.)

(formal) Most of us tell little white lies to the people **with whom** we often interact.
(informal) Most of us tell little white lies to the people **who** we often interact **with**.

(formal) It's a question **to which** most people can't give a truthful answer.
(informal) It's a question **which** most people can't give a truthful answer **to**.

(formal or informal) There are situations **in which** lying cannot be avoided.

Use whom, not who, directly after a preposition.
. . . **with whom** we interact every day.
NOT ~~with who~~ we interact every day.

Use which, not that, directly after a preposition.
. . . **to which** most people can't give a truthful answer.
NOT ~~to that~~ most people can't give a truthful answer.

LESSON 1 Discuss when telling a lie might be acceptable

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

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

LANGUAGE NOTES

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

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

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

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

B PAIR WORK

Suggested time: 8 minutes | Your time:

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

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

C GRAMMAR

Suggested time: 12 minutes | Your time:

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

GRAMMAR EXPANDER (optional, pages T119–120)

D UNDERSTAND THE GRAMMAR

Suggested time: 10 minutes | Your time:

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

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

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

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

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

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

B DISCUSSION

Suggested time: 10 minutes | Your time:

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

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

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

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

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

Remind Ss of additional grammar practice in their digital resources.

D UNDERSTAND THE GRAMMAR | **With a partner, study the adjective clauses in Grammar Close-Up.**

1 Which adjective clause is about possession? Which is about location? Which is about time?
2 Which adjective clauses are objects of prepositions? Rewrite those sentences in informal English if possible.

E GRAMMAR PRACTICE | **Complete each sentence with one of these relative pronouns.**

who	whom
which	whose
where	when

1 People ...whose... lies get discovered may lose the trust of those closest to them.
2 The people with ...whom... I work are very honest.
3 I hate to say it, but my office is a place ...where... telling lies often gets rewarded.
4 There are some situations in ...which... it's almost impossible to tell the truth.
5 The people to ...whom... I would never tell lies are the people ...who... are closest to me.
6 There are times ...when... I feel I have to lie to avoid trouble, and there are situations in ...which... I lie to avoid hurting people.
7 They say that those ...whose... professions require lots of social contact tend to tell more lies than other people do.
8 Telling the truth is a choice for ...which... there is often no reward.
9 There are moments ...when... being honest can cause you problems.
10 Friends ...who... break their promises can't be trusted.

Answers for Exercise D

1. possession: whose friendship meant so much to me;
location: where people are honest 100% of the time;
time: when telling a lie is acceptable

2. to whom I was speaking = who I was speaking to;
in which telling a lie (cannot be rewritten);
to whom we should never be dishonest = who we should never be dishonest to

COMMUNICATION ACTIVATOR

Now let's discuss when telling a lie might be acceptable.

A TALKING POINTS | **Choose at least two of the situations below and write notes about what happened. In each case, do you think you made the best decision, or do you think you made a mistake?**



Describe a time when you . . .

1 told a lie to avoid getting into trouble.

2 told a lie to avoid hurting someone's feelings.

3 were punished or got into trouble for telling the truth.

4 were rewarded for telling a lie.





B DISCUSSION | **Using your Talking Points, discuss situations in which you think telling a lie may be acceptable or unacceptable. Provide examples and use adjective clauses when possible. Say as much as you can.**

> "There are some people, like family members, **to whom we should never lie**. It's just unacceptable."

KEEP TALKING! ●●●

- **Ask your partner questions about what happened.**
- **Offer your opinions about the choices your partner made.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL Accept responsibility and express regret

A LISTEN TO DRAW CONCLUSIONS | **Listen to the conversations. Then listen again and choose the expression that best describes each person's behavior. Explain your answers.**

1 She (accepted responsibility / shifted the blame).
2 He (admitted making a mistake / shifted the blame).
3 He (accepted responsibility / avoided responsibility).
4 She (made up an excuse / accepted responsibility).
5 She (made up an excuse / shifted the blame).
6 He (accepted responsibility / shifted the blame).

B MAKE PERSONAL COMPARISONS | **Listen again. Put yourself in the shoes of the person who made the mistake. Explain what you would have done. Provide details.**



I'm not sure I would have bought a replacement for the headphones; I might have just apologized. But Owen definitely did the right thing. He didn't make an excuse or shift the blame to someone else.

C GRAMMAR | "Comment" clauses introduced with which

A comment clause introduced with which is a dependent adjective clause that modifies or "comments on" an entire independent clause, not just one individual word or phrase.

I dropped my friend's phone into the toilet, **which was incredibly embarrassing**.
Ian lied about why he arrived late, **which made him feel a little guilty**.

Comment clauses are non-restrictive—that is, they provide additional information that is not essential to the meaning of the independent clause. Use a comma before a comment clause and after the clause if something else follows.

They blamed me for causing the accident, **which I think was totally unfair**, and I told them so.

An independent clause is a complete sentence. It contains a subject and a verb and expresses a complete thought.
He broke his sister's camera.

A dependent clause is not a complete sentence. It is introduced by a relative pronoun or a subordinating conjunction that connects it to an independent clause.
He broke her camera, **which made him feel terrible**.
He broke her camera **because he was careless**.
If he breaks her camera, he should replace it.

In writing, don't use a dependent clause alone (a "sentence fragment"), which is incorrect in writing.
DON'T WRITE: He broke her camera. ~~Which made him feel terrible.~~
DON'T WRITE: ~~If he breaks her camera.~~ He should replace it.

Be careful!
Don't use that in place of which in a comment clause. Don't add a subject.
SAY She always borrows my tablet when I need it, **which** really bugs me.
NOT ~~that~~ really bugs me.
NOT which ~~it~~ really bugs me.

GRAMMAR EXPANDER p. 120
Reduced adjective clauses

D GRAMMAR PRACTICE | **Combine the two independent clauses, converting one to a dependent comment clause.**

Example: Mona never returned the book I lent her. (It really bothers me.)
Mona never returned the book I lent her, which really bothers me.

1 Maggie insists on paying for the tickets I gave her. (It's just not necessary.)
Maggie insists on paying for the tickets I gave her, which is just not necessary.

2 Repairing Don's tablet will cost an arm and a leg. (It's totally ridiculous.)
Repairing Don's tablet will cost an arm and a leg, which is totally ridiculous.

3 I offered to pay the bill. (It was the right thing to do, in my opinion.)
I offered to pay the bill, which was the right thing to do, in my opinion.

4 Jonah tried to pass a car in a no-passing zone. (It was really dangerous.)
Jonah tried to pass a car in a no-passing zone, which was really dangerous.

5 Colleen is going to replace your headphones. (I think it's very thoughtful of her.)
Colleen is going to replace your headphones, which I think is very thoughtful of her.

PRONUNCIATION LESSON p. 135
Emphatic stress and pitch to express emotion

LESSON 2 Accept responsibility and express regret

A LISTEN TO DRAW CONCLUSIONS

Suggested time: 10 minutes | Your time:

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

LANGUAGE NOTES

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

B MAKE PERSONAL COMPARISONS

Suggested time: 10 minutes | Your time:

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

C GRAMMAR

Suggested time: 5 minutes | Your time:

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

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

GRAMMAR EXPANDER (optional, pages T120–121)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

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

PRONUNCIATION LESSON (optional, page T135)

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

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

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

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

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

C TALKING POINTS

Suggested time: 10 minutes | Your time:

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

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

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

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

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

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

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

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

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

COMMUNICATION ACTIVATOR

Now let's accept responsibility and express regret.



A CONVERSATION MODEL | Read and listen.

A: I'm really sorry, but I have some bad news.
B: What happened?
A: I'm afraid I just backed into your car while I was parking mine. It was totally my fault.
B: How bad is it?
A: Pretty bad. It's going to be expensive to fix. I'm so embarrassed.
B: Look, these things happen. I'm sure we can work something out.
A: Well, I insist on paying for it. And please accept my apology. I feel awful about it.

Social language

Accept responsibility with:
It was totally my fault.

Express remorse with:
I'm so embarrassed.
I feel awful about it.
Please accept my apology.

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

C TALKING POINTS | Choose two situations in which you regret what you did, and write notes to describe each. Then tell your partner what happened. Use comment clauses when possible.

> "I spilled tomato juice on my friend's sofa, which was totally embarrassing. But I accepted responsibility and paid for the dry cleaning."

Possible situations

You accidentally spilled something onto someone's sofa.
You borrowed something and, unfortunately, you broke it.
You lost something that someone had lent you.
You were driving someone else's car and had an accident.
You promised to do something and forgot to do it.
Other: ___

What happened:	What happened:
What I said:	What I said:
What I did to make things right:	What I did to make things right:

D IN YOUR OWN WORDS | Create a similar conversation, using one of the situations from your Talking Points. Start like this: *I'm really sorry, but I have some bad news.* Be sure to change roles and then partners. (Option: Use the Unit 2 Energizer Worksheet.)

KEEP TALKING! ●●●

- **Continue to negotiate how you'll make up for what you did.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

I messed up.
I got carried away.
Things got out of hand.
That's not the worst of it.
I want to make things right.
I want to own up to what I did.

3 COMMUNICATION GOAL Identify the origins of moral principles

A LISTEN TO SUMMARIZE | Listen to the two callers on a podcast. Write the sources each identifies as the origins of people's moral principles.



According to Jake, moral principles come from . . .

parents, peers, culture / religion

Jake / Toronto, Canada



According to Wency, moral principles come from . . .

institutions, life events

Wency / Wuhan, China

B UNDERSTAND FROM CONTEXT | Listen to the podcast again and complete the statements.

1 If you find yourself having to choose between right and wrong, you're facing ..... .
(a) an ethical dilemma b a life lesson c ethical principles

2 A ..... is a simple life lesson in many children's storybooks.
(a) "moral" b "moral dilemma" c "religious upbringing"

3 An institution such as a school or company may take a public stand on moral and ethical issues by creating ..... .
a a quarantine b ethical behavior (c) a mission statement

C LISTEN FOR MAIN IDEA | Check the statement that best represents the main idea of the podcast.

☐ a Most people would agree that our parents probably have the strongest influence on the development of our moral principles.
☑ b The people and institutions we know and the events we experience all play a role in the development of our moral principles.
☐ c A catastrophic event such as a pandemic can help us appreciate life more than we did before.

D LISTEN FOR SUPPORTING DETAILS | Read this list, and then listen to the podcast again. With a partner, identify examples given in the podcast of each of these situations.

1 an example of an ethical dilemma *Possible answers: a close friend may ask us to tell a lie in order to avoid getting into trouble*

2 an example of parents teaching values by their own actions
parents relating to each other, handling social situations with other adults, being truthful with their children

3 an example of a peer
friend, classmate, colleague

4 an example of a positive effect of a religious upbringing
All the world's religions teach the value of selflessness and helping others.

5 an example of a negative effect of a religious upbringing *Religion may lead us to believe that our culture or religion is the best, and that it alone offers the truth. This can create a feeling that other cultures or religions are inferior. As a result, instead of selflessness, it may lead to self-centeredness and a lack of caring for others.*

6 an example of how one's school might reinforce values
Some schools have clear guidelines for ethical behavior, such as taking a public stand against students bullying their classmates.

7 an example of a life event
COVID-19, sudden financial loss

E CRITICAL THINKING | Both callers give examples of influences that may be experienced in childhood or as an adult. Discuss with a partner: Which of the callers' examples do you think are more influential in the development of moral principles? Explain your reasons.

LESSON 3 Identify the origins of moral principles

A LISTEN TO SUMMARIZE

Suggested time: 10 minutes | Your time:

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

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

LANGUAGE NOTES

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

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

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

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

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

C LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

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

D LISTEN FOR SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

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

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

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

E CRITICAL THINKING

Suggested time: 10 minutes | Your time:

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

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

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

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

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

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

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

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

B DISCUSSION

Suggested time: 10 minutes | Your time:

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

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

✓ providing specific examples from their personal experience

✓ asking their partner follow-up questions about their influences

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

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

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

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

Remind Ss of additional listening practice in their digital resources.

Now let's identify the origins of moral principles.

A **TALKING POINTS** | **Where do you think your sense of right or wrong comes from? How did you develop your moral principles? Rank the following influences in importance by circling the stars. Then identify one or more specific moral or ethical lessons you learned from each.**

★★★ = very influential

★★☆ = somewhat influential

★☆☆ = not particularly influential

★★★	My mother — *taught me what's right and wrong and the importance of being kind to others . . . and to animals, too.*
★★★	My father
★★★	Other relatives
★★★	My friends
★★★	My colleagues or classmates
★★★	My teachers
★★★	My company
★★★	My religious upbringing
★★★	My community and culture
★★★	Life events
★★★	Other:



B **DISCUSSION** | **With a partner, take turns explaining the most important influences on the development of your moral principles. Refer to your responses in Talking Points and provide specific examples. Ask your partner questions.**

> "My dad got sick when I was just a kid, and we all had to help take care of him. He couldn't work, so my mom had to work in order to support us. The experience made me realize how important it is to be loyal to the people you love—in good times and bad."

> "I'd say my religious upbringing had the biggest influence on me. It gave me a strong sense of right and wrong and continues to help me make good decisions in my life."

4 COMMUNICATION GOAL **Describe the values you live by**

A READING | Read the article. What are "core" values? *Core values are the principles that are most important to you in your life.*

A Life Worth Living

The values that guide you

Most of us want to achieve some kind of happiness in our lives. After all, when's the last time you heard someone say, "I want to have an unhappy life!"? However, we all have different ideas about what happiness means and how to achieve it. Some think one can achieve happiness by striking it rich. For others, happiness is the satisfaction of a selfless life, perhaps even lived in poverty, dedicated to helping others in need. The truth is we make choices every day, but not all of them reflect our own most deeply-held values—those things that are most important to us. In fact, regularly considering those values in the daily decisions we make may be the secret to our emotional well-being and to happier, more fulfilling lives.

A number of celebrities commit their time to supporting humanitarian causes in order to make the world a better place. They may become activists against poverty or discrimination. Some use their fame to call attention to their causes and attract donors. Others choose to do their work quietly and privately, a decision driven by principles such as humility—choosing not to seek special attention for themselves. In most cases, they have identified their own values and used them to guide their decisions and actions. Similarly, some individuals who are financially secure live by their values through their philanthropy, and they donate large sums of money to charitable causes such as building hospitals and supporting education or the arts.

Do you know what your "core" values are? They don't necessarily need to be about ethical or moral behavior (though they can be). Your core values are the principles that are most important to you in your life. For example, many of us would say "family" is fundamental to our identity—our sense of self. If your family is a first priority for you, then family is probably one of your core values. Perhaps you live that value by putting family before career—by turning down an exciting new position in another city or country because you think the move would be too difficult for the people you love. Like most people, you probably have about five or so core values that paint a picture of the person you are or want to be. Yet how you choose to live by those values is unique to you. For example, even though we may share the same value with someone else—such as fairness—the way we apply it will differ from person to person.

The first step to a life that has direction and meaning is to ask yourself: What do I want more of in my life? Then make a list of values that are important to you. Out of that list, identify about five *core* values—the ones that you see as your top priorities . . . the ones that will serve as guidelines for living the life you want. Write those core values down and keep them in a place where you can easily find them.

Whenever you have an important decision to make, you can consult your list of core values. Ask yourself: What choice can I make that will most closely align with the values I hold dear? Then, at the end of the year, bring out your core values list to consider whether you've successfully applied those values throughout the year and whether doing so has contributed to your happiness. Living by your core values can be hard work, but it's worth it.



LESSON 4 Describe the values you live by

A READING

Suggested time: 15 minutes | Your time:

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

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

LANGUAGE NOTES

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

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

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

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

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

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

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

B CLASSIFY WORDS

Suggested time: 5 minutes | Your time:

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

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

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

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

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

Communication Activator

A SOME VALUES

Suggested time: 5 minutes | Your time:

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

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

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

TEACHING TIPS

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

B TALKING POINTS

Suggested time: 10 minutes | Your time:

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

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

C GROUP WORK

Suggested time: 20 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

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

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

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

WRITING HANDBOOK (optional, page T145)

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

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

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

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

Possible explanations:
1. Values, guidelines, and principles are concepts that we live by, or that affect our decisions, which are actions that we take.

B **CLASSIFY WORDS | Cross out the one word or phrase that doesn't belong in each group. Explain your answers, based on how the words are used in the article.**

1	values	~~decisions~~	guidelines	principles
2	happiness	satisfaction	~~humility~~	emotional well-being
3	~~unique~~	important	core	top priority

2. Happiness, satisfaction, and emotional well-being are all states that most people want to achieve. Humility is how one behaves.

3. Important, core, and top-priority are all related to importance. Something can be unique without being important.

C **UNDERSTAND FROM CONTEXT | Complete each statement to define these phrases and expressions from the article. Use each choice only once.**

c **1** If your choices are driven by your core values, you ..... .

e **2** If you try to help people through philanthropy, you ..... .

b **3** If you become an activist to support a humanitarian cause, you ..... .

f **4** If you put your career before family, you ..... .

d **5** If you paint a picture of the person you want to be, you ..... .

a **6** If your life has direction and meaning, you ..... .

a feel satisfied with the way you do things
b commit to making the world a better place
c think about your principles before taking actions
d imagine how you would act if you lived by your principles
e do what you can to offer financial support to individuals or organizations
f make your work your top priority

COMMUNICATION ACTIVATOR

Now let's describe the values you live by.

A **SOME VALUES | Listen and repeat.**

compassion caring about people who need help

curiosity a desire to learn new things

generosity a willingness to share one's time or money to help others

gratitude the ability to appreciate and be thankful for the things one has right now

patience accepting that some things take time to happen. ALSO the ability to interact easily with difficult people

More values

authenticity, community, creativity, education, empathy, fun, honesty, kindness, love, loyalty, passion, respect, responsibility, wealth

B **TALKING POINTS | Choose three values from Exercise A (or add your own) that you consider to be your core values. Provide examples of how you try to live according to those values.**

Core value #1: passion
I try to pay the most attention to doing things I love. Life is too short to spend time on boring things.

Core value #1:

Core value #2:

Core value #3:

C **GROUP WORK | Tell your classmates about the core values you live by. Use your Talking Points to describe how you apply them—or would like to—in your life. Suggest ways your classmates could apply their values more effectively. (Option: Use the Unit 2 Soft Skills Booster, p. 155.)**

WRITING HANDBOOK p. 145
- **Skill:** Restrictive and non-restrictive adjective clauses
- **Task:** Write a college application essay

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Discuss when telling a lie might be acceptable.
- ☐ Accept responsibility and express regret.
- ☐ Identify the origins of moral principles.
- ☐ Describe the values I live by.

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

Soft Skills Workshop 1

An Oral Report

Outcome

You will research and write about a contemporary topic in order to make an oral report to your class.

Tips for TEAMWORK

Make decisions more productive by weighing pros and cons.

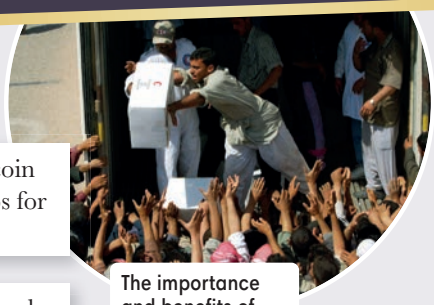
I find ___ to be ___ . But on the other hand, ___ .
It seems to me that ___ could be ___ . Do you agree?
I think ___ . However, ___ .

Suggest ways to make improvements.

If might be better if ___ .
Why don't we ___ ?
How about we ___ ?

1 TEAMWORK Choose a topic.

Divide the class into teams. Vote or flip a coin to choose one of the topics from the photos for your team's report. Complete the chart.



The importance and benefits of charitable giving

In pairs, find information about the topic and make notes of what you've found.

Topic:	
Why did your group choose this topic?	
What are three or four main points you want to include in the report?	
What details could support your main points?	



The ways some cities have chosen to reduce urban crime

Compare notes with the other pairs. Discuss which main ideas and details to include in the team's report.



The ways technology has added to stress in this century



The skills and qualifications required to find a secure, well-paying job in today's economy



The catastrophic effects of global warming on the environment

Tips for COLLABORATION

Encourage colleagues to work together.

You're good at ___ . Why don't we write [the introduction] together?
You ___ really well, and I'm OK at ___ . I think maybe we'd work well together.

2 COLLABORATION Write the report.

Divide your team into pairs and assign one or more main points from Activity 1 to each pair. Each pair will work on creating a draft of their part of the report.

When each pair is finished writing, meet with the whole team. Take turns reading the drafts aloud. Make suggestions to improve the drafts, and revise them as needed. Choose one person to be secretary to combine all the parts together into the body of the report.

Divide the team into two groups: One will brainstorm and draft an introduction to the report, and the other a conclusion. (Note: The introduction should "say what you're going to say" in the body of the report. The conclusion should "say what you've said" in the body of the report.)

Finally, read the complete report together and make any remaining suggestions to improve it.

Soft Skills Workshop 1: An Oral Report

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

1 TEAMWORK

Suggested time: 40 minutes | Your time:

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

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

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

TEACHING TIPS

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

2 COLLABORATION

Suggested time: 30 minutes | Your time:

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

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

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

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

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

3 PRESENTATION

Suggested time: 20 minutes | Your time:

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

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

TEACHING TIPS

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

3 PRESENTATION

Rehearse the report and present it to the class.

Rehearse: Provide each team member with a copy of the completed report. Decide which team members will present it to the class. Rehearse your team's oral report, with each team member presenting his or her part. The other team members listen, provide feedback, and make suggestions.

Practice keeping the report on a table or podium and referring to it without seeming to be reading. Use a natural spoken rhythm and intonation so you will be understood easily and maintain the audience's interest.

Present: Present the oral report to the class. Look up as frequently as possible to make eye contact with the audience. Manage your papers so they aren't distracting.

As each person begins a new section of the report, provide a transition; e.g. *Mark will now discuss the challenges of global warming.*

After your team's report, ask the class for questions. Take turns briefly answering the questions, depending on which team member is most qualified to answer.

Tips for PRESENTATION

Show appreciation for your audience's attention.

Thanks so much for your excellent questions!

We really appreciate your interest in the topic.

Acknowledge your co-presenters when appropriate.

As [Pat] was saying, ___ .

Thank you, [Jan], for that nice introduction!

I think [Sam]'s the most qualified to answer that question.

EVALUATE

Improve your presentation skills.

Use the Key to answer the questions and evaluate each oral report. Discuss strengths and weakness and make suggestions about how each report might be improved.

KEY

Y = yes
U = usually
S = sometimes
N = no

- ☐ 1 Did the introduction prepare the audience for what the report would be about?
- ☐ 2 Did the conclusion summarize the main points of the report?
- ☐ 3 Did the presenters seem to be speaking naturally and not seem to be reading aloud?
- ☐ 4 Did the presenters manage their papers well and look up to make eye contact with the audience?
- ☐ 5 Did the presenters acknowledge the audience and the other presenters on their team?



UNIT 3

Confronting Difficulty

PREVIEW

A HEROISM | **Listen to a description of heroism and a story about a hero. In what way is Alicia Sorohan a hero, according to the description? In what way did she demonstrate her heroism?**
She saved her friend from a crocodile attack.

B ZOOM-IN | **Read and listen to a husband and wife talk about a problem at work. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Gabe = American English (regional)
Luz = Spanish



Gabe: So, I feel pretty bad about something I did this morning at work.

Luz: Wow. Sounds serious. Want to tell me about it?

Gabe: Not really! I just want to put my head in the sand and forget all about it, but here goes. You know that new intern we hired to help set up the sales conference? Theo?

Luz: Sure. High-school boy. Smart as a whip.

Gabe: Right. Well, he must have been feeling under the weather and he looked it. So I made this lame joke like, "Were you out partying last night?" He just kind of stared at me and said, "No, Mr. Lundin. I don't party the night before I have to come to work." And then he just left. I think he was so hurt that he felt he just had to get out of there.

Luz: Oops. You must have felt terrible.

Gabe: I did. He could have been sick. Or something bad might have happened at home. I should have just asked him if something was wrong.

Luz: Right. It's really not like you to be insensitive. What got into you?

Gabe: Who knows. I think I was just being a wise guy and trying to be funny. Pretty thoughtless on my part.

Luz: Well, we all slip up sometimes.

Gabe: And that's not even the worst of it. I said it in front of the other intern, Marcela. I embarrassed Theo in front of his co-worker!

Luz: Oh, no. She was there too?

Gabe: Yup. Here's Theo wanting to be taken seriously, trying to seem like a professional, and I go and put my foot in my mouth just for a laugh.

Luz: Well . . . no sense dwelling on it. Just give Theo a call and tell him how sorry you are for having made a joke at his expense.

Gabe: I know you're right, but I just hate awkward conversations. I've been avoiding it all day.

Luz: Well, that's not an option. Just chill for a day and then call him up and face the music. No need to make a big deal of it. Just say you're sorry, especially since you realize there may have been something wrong. It's not the end of the world.



C UNDERSTAND FROM CONTEXT | **Work with a partner. Paraphrase each sentence, using featured words and phrases from Zoom-In.**

1 I wasn't thinking and said something dumb. *1. I put my foot in my mouth.*
2 Own up to your error. *2. Face the music.*
3 That person is extremely intelligent. *3. He's / She's smart as a whip.*
4 That's not a possible choice. *4. That's not an option.*
5 Delay doing anything about it. *5. Chill.*
6 It isn't worth spending a lot of time thinking about this. *6. No sense dwelling on it.*
7 He wasn't feeling well. *7. He was feeling under the weather.*
8 I want to avoid the issue. *8. I just want to put my head in the sand.*
9 What were you thinking? *9. What got into you?*
10 Everyone makes mistakes. *10. We all slip up sometimes.*

D THINK AND EXPLAIN | **Answer the questions.** *Possible answers:*

1 Why does Luz ask Gabe, "What got into you?"? *1. She's surprised at his action.*
2 Why do you think Luz tells Gabe, "We all slip up sometimes"? *2. She wants to make him feel better by reassuring him that everyone makes mistakes.*

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 | **Discuss the questions.** *Possible answers:*

1 Why do you think people act like "wise guys"? *1. They want others to think they're funny or smart.*
2 What do you think will happen next? *2. Gabe will call Theo and apologize.*

Unit 3 Confronting Difficulty

PREVIEW	Students listen to a story about a hero, read and listen to a conversation about a problem at work, and take a self-test about fears.	
LESSON 1 **Describe how fear affects you physically**	***Vocabulary***	Physical effects of fear
	Grammar	Using *so . . . (that)* or *such . . . (that)* to explain a result
LESSON 2 **Express frustration, empathy, and encouragement**	***Vocabulary***	Expressing frustration, empathy, and encouragement
	Grammar	Clauses with *no matter*
LESSON 3 **Explore the nature of heroism**	***Word Study***	Vary parts of speech
	Listening skills	Listen for supporting details; Listen to summarize a story
	Project	Present information about a heroic person or myth
LESSON 4 **Discuss overcoming disabilities**	***Reading skills***	Understand from context; Infer information

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

Preview

A HEROISM

Suggested time: 5 minutes | Your time:

- Elicit definitions of *heroism* and *hero*. Read the directions.
- Play the first part of the audio. Ask Ss to write down the definition of *heroism*. Then play the rest of the audio. Have Ss listen and answer the questions.
- Call on Ss to share their answers with the class.

LANGUAGE AND CULTURE

- *Rise to (do)* something means to find the strength to successfully deal with a difficult situation.
- The expression *few and far between* means "rare."
- A *star of courage* is a medal awarded by the Australian government for bravery.

B ZOOM-IN

Suggested time: 5 minutes | Your time:

- Ask Ss to skim the conversation to identify what problem is being discussed. (Gabe feels bad for hurting a co-worker's feelings with a bad joke.)
- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What was wrong with Gabe's joke?* (It offended Theo.) *What does Gabe wish he had done instead?* (asked if there was something wrong) *Why does Gabe think he embarrassed Theo?* (because he made the joke in front of another co-worker) *What does Luz suggest?* (that Gabe call Theo and apologize)

LANGUAGE AND CULTURE

- *Who knows* means roughly "I don't know."
- If someone *makes a joke at your expense*, they enjoy laughing at you.
- *It's not the end of the world* means that a situation may be bad, but not as serious as you think.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise in pairs. Elicit answers.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs. Elicit answers.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentences individually and then share them in pairs. Elicit answers.

F DISCUSSION

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *wise guy*. (someone who speaks and behaves as if they know more than others)
- Have Ss discuss the questions in pairs or small groups.
- Ask volunteers to share and explain their answers.

G TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the title of the test. Elicit what it means to be *chicken.* (to be afraid or not brave enough to do something)
- Read the instructions. Then tell Ss to look at the **Chicken Index**. Say, *There are three ways to rate each situation.* Read the explanation of each rating. Elicit or explain the meanings of any unfamiliar words or phrases.
- Have volunteers read the situations for the class. Make sure Ss understand the meaning of *slippery* (difficult to walk or drive on because it is wet, smooth, or slimy), *turbulence* (sudden violent movements of air or water), and *epidemic* (a situation in which an infectious disease spreads very quickly and affects a large number of people).
- Give Ss a few minutes to take the test individually. Tell them to write either the number 1, 2, or 3 in the circle below each picture.
- Bring the class together. Draw Ss' attention to the **Your chicken score** box. Read what each score means and check understanding.
- Ask Ss to add up their points to calculate their scores.

LANGUAGE AND CULTURE

- When used to describe facing fear, the word *chicken* can be used as an adjective (like in the title *How chicken are you?*), a noun (You're a total chicken), or a verb (I wanted to ride the roller coaster, but I chickened out). You might want to point out that calling someone a chicken may be interpreted by some people as aggressive or offensive.
- If something *ruffles your feathers*, it makes you feel worried or annoyed.
- If you are *jumpy*, you are nervous.
- If something *freaks you out*, it makes you so surprised or frightened that you cannot control yourself.
- If you are *cool and collected,* you are not usually upset or bothered by things.
- If you are *unflappable*, you are not easily upset or worried.
- The expression *be afraid of your own shadow* means to be very easily frightened.

H PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the target questions.
- Model the activity. Ask a higher-level S, *How do you feel about getting stuck in an elevator? How scary is it for you?*
- In pairs, have Ss compare their test results to see if they are afraid of the same things. Remind Ss to determine who is usually more scared.
- Monitor. Make sure Ss are taking turns.
- To review, ask each pair, *Were your fears similar?*

EXTENSION (+10 minutes) Call on Ss to read the situations in Exercise G. After each, ask, *Who has been in this situation?* Invite volunteers to describe their experience and say how afraid they were.

TEACHING TIP When asking Ss to share and compare work in pairs, it is helpful to model effective turn taking in conversational interactions. Otherwise, Ss may simply show each other the answers in their textbooks without engaging in meaningful conversation.

I GROUP WORK

Suggested time: 10 minutes | Your time:

- Calculate the average score situation by situation. Alternatively, ask for a show of hands to determine the situations that are frightening for most people.
- Then ask, *How chicken is our class?* Elicit the answer according to the *chicken score* (For example: We're cool and collected. Nothing freaks us out.)

TEACHING TIP If Ss don't know or remember how to calculate an average, tell them to add the scores of all members of the class and then divide the total by the number of Ss.

START TALKING | PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit what Gabe was afraid of in the conversation in Exercise B. (calling Theo to apologize)
- Elicit other "non-physical" situations people might be afraid of. (For example: speaking in public, sharing their opinion with strangers, hurting someone for saying the wrong thing, doing something embarrassing)
- In pairs, have Ss take turns sharing which kind of threat is scarier to them. Remind them to explain their views and give examples from their personal experiences.
- Invite volunteers to share their opinions with the class.

UNIT 3
COMMUNICATION GOALS

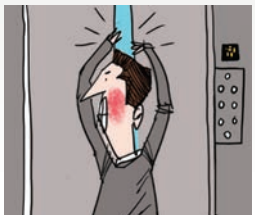
Lesson 1 Describe how fear affects you physically
Lesson 2 Express frustration, empathy, and encouragement
Lesson 3 Explore the nature of heroism
Lesson 4 Discuss overcoming disabilities

G TALKING POINTS | Take the self-test.

How Chicken Are You?

Rate each situation from 1–3, according to the chicken index. Then total your points to get your chicken score.

Chicken Index
1 = *doesn't ruffle my feathers at all* — not scary
2 = *makes me a little jumpy* — somewhat scary
3 = *freaks me out* — very scary


○ getting stuck in an elevator



○ seeing a bee on your arm


○ driving on a slippery road


○ eating in an unclean restaurant


○ riding a horse


○ smelling smoke in a building


○ being a passenger in a speeding car


○ taking a roller-coaster ride


○ walking outside in a thunderstorm


○ standing near the edge of a cliff


○ going to the dentist


○ walking on a dark street alone at night


○ experiencing extreme turbulence on a flight


○ getting an injection from a doctor or nurse


○ seeing a snake


○ being in a place undergoing an epidemic

Your chicken score

16–26  You're cool and collected. Nothing freaks you out.

27–37  You're cautious, but unflappable.

38–48  You're just a total chicken! You're probably afraid of your own shadow.

H PAIR WORK | Are you both afraid of the same things? Which one of you is more chicken?

I GROUP WORK | How chicken is your class? Calculate the average score for each situation in your class. Which situation is the most frightening to everyone?

START TALKING

PAIR WORK Discuss what's scarier: physical threats such as the ones in Talking Points or threats to one's feelings, such as Gabe's in Zoom-In. Explain, providing examples from your life.

1 COMMUNICATION GOAL

Describe how fear affects you physically

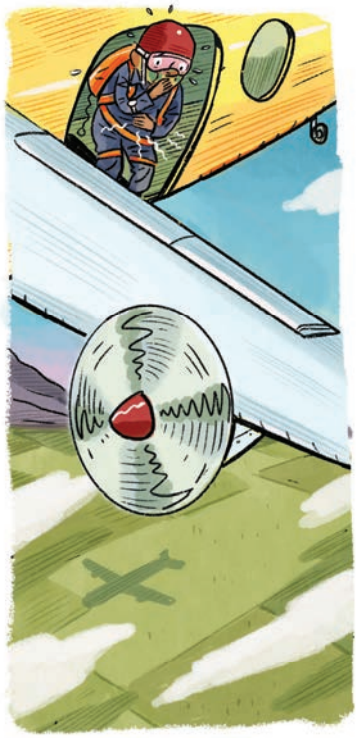
A VOCABULARY | Physical effects of fear | Read and listen. Then listen again and repeat.



I lose my voice.



My hands shake.



I get sick to my stomach.



I get palpitations.



I get sweaty palms.

B ACTIVATE VOCABULARY | Which, if any, of the physical effects of fear do you get when you're terrified? Tell your partner about one example of a situation in which you experienced a physical effect of fear.

C GRAMMAR CLOSE-UP | Read about stage fright. Notice the featured grammar.

What causes so many people to panic when facing an audience? Some theorize that we imagine the worst: sounding stupid, making mistakes, forgetting what we planned to say, or having so little to say that we can't fill the time scheduled for the speech. And although a person with stage fright isn't in any physical danger, the unpleasant symptoms mimic those of the "fight or flight" response: palpitations, nausea (even vomiting), shaking hands, and the like. Such feelings can be so intense that they cause sufferers to fear public speaking more than flying, financial ruin, illness, or even death. Stage fright is hard to overcome because each bad experience further reinforces the negative feedback, making it stronger over time.

But Joy Booth has overcome her performance anxiety. She says, "The Internet is so full of advice on how to reduce anxiety, such as avoiding caffeine, getting enough sleep, and taking deep breaths, that it's hard to know what really works. The advice that turned me around came from my cousin, who's studying for a PhD in neuroscience. She said there's research that indicates that counter-phobic behavior—seeking out the situation one fears instead of fleeing it—is the most effective way to reduce the negative sensations it causes and overcome the fear."

"My job requires me to make frequent webinar presentations to hundreds of people at a time. I've always had such an intense fear of speaking in public—a fear so bad that whenever I spoke publicly, I'd get such a dry mouth I could barely make a sound. And my hands would shake so badly that someone would have to operate my presentation remote for me."



Joy Booth, marketing executive
Former sufferer of stage fright

D RELATE TO PERSONAL EXPERIENCE | Do you have stage fright? If so, tell your partner about one experience that was difficult for you. If you don't fear speaking to a crowd, explain why you think it doesn't bother you as much as it does others.

LESSON 1 Describe how fear affects you physically

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit what the people are doing in each image. (Clockwise: giving a work presentation, standing on the edge of a cliff, getting ready to jump from a plane, meeting someone for the first time, experiencing turbulence while flying)
- Have Ss read and listen to the sentences. Then have them listen and repeat.
- Make sure Ss understand *palpitations* (when your heart beats faster than usual) and *palm* (the inside part of your hand).
- Elicit details in the images that illustrate the physical effects. (For example: *Thump! Thump!* means the woman's heart is beating quickly.)

LANGUAGE NOTE If you get *sick to your stomach,* you feel nauseous or vomit. The expression can also describe an emotional response such as anger or disgust. For example: *His hateful comments made me sick to my stomach.*

EXTENSION (+5 minutes) Have Ss close their books. Read the vocabulary items in random order. Ask Ss to act out the physical effect they hear.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the target question. Model an answer. For example, say, *I get sweaty palms when I'm nervous! This happened to me the first time I met my new boss.*
- Have Ss discuss the question in pairs. Remind them to give examples from their lives.
- If Ss do not experience any of these reactions, suggest they talk about someone they know who does.
- Invite volunteers to share their experiences with the class.

OPTION (+5 minutes) Ask volunteers to describe any other physical effects of fear they experience.

EXTENSION (+10 minutes) Ask Ss if they have experienced any of these physical effects when speaking English. (For example: having to speak English on the phone or giving a presentation in English) Elicit tips to overcome this fear in those specific situations.

C GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit the meaning of *stage fright*. (panic when facing an audience)
- Have Ss read the text on the left silently. Suggest they underline and look up any words they are unfamiliar with.
- To check comprehension, ask:
  What are some symptoms of stage fright? (palpitations, nausea, shaking hands)
  What are some worries for people with stage fright? (sounding stupid, making mistakes, forgetting what they planned to say, having too little to say)
  What advice for reducing performance anxiety did Joy find online? (avoiding caffeine, getting enough sleep, taking deep breaths)
  What was her cousin's advice? (forcing yourself to experience the frightening situation instead of avoiding it)
- Then draw Ss' attention to the text on the right. Ask, *Who said this?* (Joy Booth) Play the audio or read the statement to the class. Then ask, *What physical effects of fear did Joy use to experience?* (dry mouth, which interfered with her ability to speak, and shaky hands)
- Have Ss notice the featured grammar in the text. Ask, *What do you notice about the underlined words and phrases? What patterns do you see?* (The phrases start with *so* or *such*. Many phrases end in *that*.)

LANGUAGE NOTES

- If you *fill* a period of time, you spend it doing something.
- The *"fight or flight" response* is marked by physical changes that prepare a human or an animal to react or to retreat when facing a threat to survival.
- In this context, *turn someone around* is to get a person to consider something in a different way.

D RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss time to think about what they are going to say.
- In pairs, have Ss describe their experience or explain their views.
- Invite volunteers to share their experiences with the class.
- Ask if any Ss have never had stage fright. Invite these Ss to explain why they do not have this fear. Ask them for tips on how to overcome stage fright. (For example: take deep breaths, speak slowly and calmly, memorize the first few sentences you plan to say)

EXTENSION (+10 minutes) Elicit the description of *counter-phobic behavior*. Emphasize that people who engage in this behavior actively seek out the very types of situations they fear. In pairs, have Ss think of examples of this behavior. (For example: A person afraid of heights goes skydiving.) Call on volunteers to share an example with the class. Then ask, *Would this strategy work for you? Why or why not?*

E GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the first rule. Elicit the meaning of *intensify*. (to make greater, stronger, or more extreme)
- Ask a volunteer to read the examples. Ask Ss if *scared* and *quickly* are adjectives or adverbs. (*scared* is an adjective; *quickly* is an adverb)
- To check comprehension, ask, *What happened as a result of me being scared?* (My hands shook.) *Of her leaving so quickly?* (She forgot to pack her flashlight.)
- Read the second rule. Ask a volunteer to read the examples. Elicit the noun in each example. Ask, *What was old?* (the hiking boots) *What was terrible?* (the turbulence) *What was bad?* (the fall)
- Tell Ss to look at the note about *a* or *an* on the right. Read the rule and examples.
- Write and review these patterns on the board:
  such + adjective + (a / an) + singular count noun + (that) + result
  such + adjective + non-count / plural count noun + (that) + result
- Read the final rule. Have two volunteers take turns reading the examples.
- Read the rule and examples in the **Remember** note.
- Write and review these patterns on the board:
  so + many / few + count noun + (that) + result
  so + much / little + non-count noun + (that) + result

GRAMMAR EXPANDER (optional, pages T121–122)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Elicit the count nouns (1. flights, 3. people, 5. buses) and the non-count nouns (2. turbulence, 4. time).
- Have Ss complete the exercise individually.
- Call on Ss to read the completed sentences. For each, ask, *What is / was the problem? What is / was the result?* (For example: 1. problem: They canceled so many flights; result: we won't be able to get there tonight.)

G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions and item 1. Have a volunteer read the sample answer. Ask, *Why do we use* so *and not* such? (there is no noun after the adjective)
- Suggest Ss underline the adjectives that will be intensified and any nouns following them. (2. expensive; 3. terrible traffic; 4. awful; 5. cold day; 6. common)
- Have Ss combine the sentences individually and then compare answers in pairs.
- Call on Ss to read the completed sentences aloud. For each item, ask, *Why is* so / such *the correct answer?*

Answers for Exercise G

2. *The flights are so expensive (that) we prefer to drive instead.*
3. *There's usually such terrible traffic on holidays (that) we don't drive to town.*
4. *The bugs at the beach are so awful after dark (that) most people try to come home before 6:00.*
5. *It was such a cold day (that) we postponed our hike until the following weekend.*
6. *Motorcycle accidents have become so common (that) lots of people have stopped riding them on the main roads.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask a volunteer to read the prompts on the notepad.
- Have Ss complete the exercise individually. Ask them to include as many details as they can remember.
- Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the example answer.
- Go over the **Keep Talking!** box and play the video to support Ss as they extend their discussions.
- Encourage Ss to ask their partner follow-up questions about specific parts of the story to elicit more details and show interest.
- Review the **Recycle This Language** box. Encourage Ss to use these expressions in their stories if appropriate.
- In pairs, have Ss take turns sharing their experiences.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ using vocabulary to describe physical effects of fear
✓ using *so . . . (that)* or *such . . . (that)* correctly to explain a result

OPTION (+10 minutes) Ask Ss to take notes as they listen to their partner. Then have them retell their partner's story to the class or in small groups.

CLOSURE ACTIVITY (+10 minutes) Have Ss think of an occasion in a movie, TV show, book, or real life, in which someone experienced physical effects of fear. Ask them to write a short paragraph describing what happened using the grammar and vocabulary from the lesson. For example: *In the movie* Titanic, *as the ship was sinking, many of the passengers were so scared that they got sick to their stomach.* Collect Ss' papers to identify areas for review.

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

E GRAMMAR | Using so . . . (that) or such . . . (that) to explain a result

Use so to intensify adjectives and adverbs in sentences that describe a result. That is optional. Don't use a comma.

so + adjective / adverb	result
I was **so scared**	**(that)** my hands shook.
She left home **so quickly**	**(that)** she forgot to pack her flashlight.

If the adjective is followed directly by a noun, use such, not so.

I was wearing **such old hiking boots (that)** I fell and hurt myself.
The plane hit **such terrible turbulence (that)** we got sick to our stomach.
She had **such a bad fall (that)** she never rode a horse again.

If the noun is preceded by many, much, few, or little, use so.

There were **so many people** on the boat **(that)** it capsized.
There was **so much lightning (that)** the campers were terrified.
We saw **so few bees** in the park **(that)** we decided it was OK to have a picnic there.
There was **so little ice** on the road **(that)** I decided it was safe to go biking.

GRAMMAR EXPANDER p. 121

Count and non-count nouns:
- Non-count nouns made countable
- Nouns used in countable and uncountable sense

Always use a or an with a singular count noun following such.
She had **such a bad fall** that she never rode again.
NOT She had ~~such bad fall~~ that she never rode again.

Remember: Use many and few with count nouns. Use much and little with non-count nouns.
He had **so many speeding tickets** that they suspended his driver's license.
NOT He had ~~so much speeding tickets~~ that they suspended his driver's license.

F GRAMMAR PRACTICE | Complete each statement with much, little, many, or few.

1 They canceled so ...*many*... flights that we won't be able to get there tonight.
2 There's always so ...*much*... turbulence on those afternoon flights that we prefer to fly there in the morning.
3 So ...*many*... people have been riding the roller coaster that they had to shut it down for repairs.
4 There was so ...*little*... time to get to the shelter before the tornado hit that we just stayed in our basement.
5 There were so ...*few*... buses to the stadium that we decided to carpool with our friends instead.

G GRAMMAR PRACTICE | On a separate sheet of paper, combine the statements, using so . . . (that) or such . . . (that).

1 The forest fire was intense. The forest burned down completely.
2 The flights are very expensive. We prefer to drive instead.
3 There's usually terrible traffic on holidays. We don't drive to town.
4 The bugs at the beach are awful after dark. Most people try to come home before 6:00.
5 It was a cold day. We postponed our hike until the following weekend.
6 Motorcycle accidents have become very common. Lots of people have stopped riding them on the main roads.

The forest fire was so intense that the forest burned down completely.

See page T27 for answers.

COMMUNICATION ACTIVATOR

Now let's describe how fear affects us physically.

A TALKING POINTS | Choose a time when you were so scared that it affected you physically. Write notes about it on the notepad. Use the grammar and vocabulary from this lesson.

What you were afraid of:

How it affected you physically:

Write one statement with so or such . . . (that):

What finally happened or what did you do about it?

B DISCUSSION | Discuss the situations on your notepads from Talking Points. Tell each other your stories. (Option: Tell the class about what happened to your partner.)

> "I got such sweaty palms that I didn't want to shake hands with anyone."

KEEP TALKING! ●●●

- **Ask for more information and details.**
- **Say more about what happened.**
- **Respond with interest and concern.**
- **Say as much as you can.**

Watch the video for ideas!

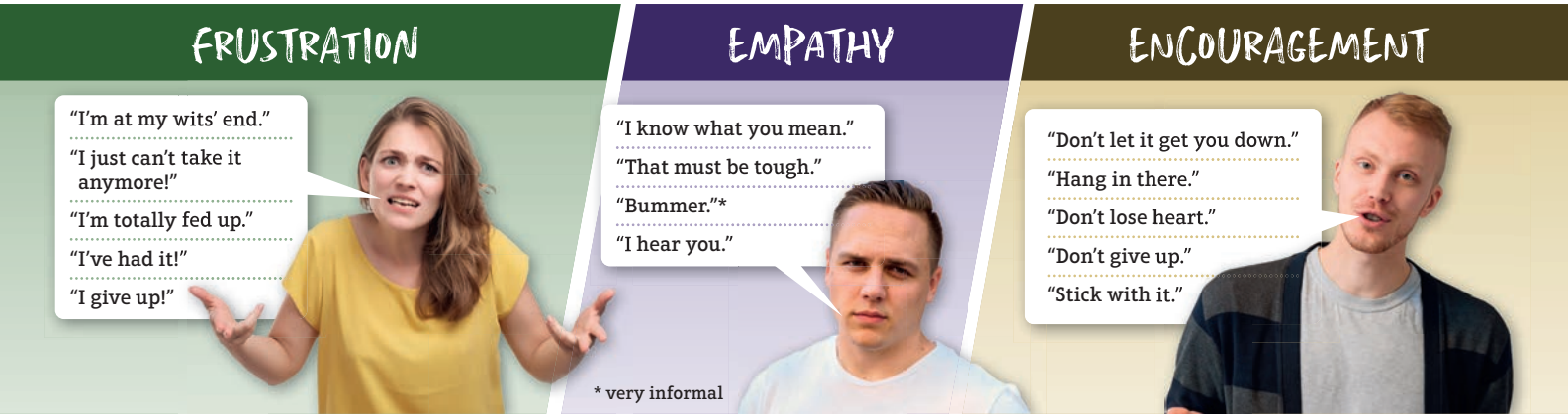
RECYCLE THIS LANGUAGE

It freaked me out.
I was feeling under the weather.
I don't know what got into me.
There was no sense dwelling on it.
That wasn't an option.
I just faced the music.

2 COMMUNICATION GOAL

Express frustration, empathy, and encouragement

A VOCABULARY | Expressing frustration, empathy, and encouragement | Read and listen. Then listen again and repeat.



B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Then predict how the other person will respond.

1 a I give up.
(b) I know what you mean.

2 a I've had it!
(b) Bummer.

3 a I'm totally fed up.
(b) Don't let it get you down.

4 (a) That must be tough.
b I'm at my wits' end.

5 a I just can't take it anymore.
(b) I hear you.

C GRAMMAR | Clauses with no matter

Use no matter + a noun clause beginning with a question word to express frustration that no amount of anything (for example, effort or money) can make something change. It's common to use a comma between the clauses.

No matter how careful I am, I always forget where I left my glasses.
No matter what he said, she didn't believe him.
No matter what time we leave, we always get stuck in traffic.
They're never at home, **no matter what time we call**.
I wouldn't take that job, **no matter how much money they paid**.

A no matter clause is often shortened to a phrase ending with the question word alone.
They're always ready to help, **no matter when**.

Be careful!
Don't use an auxiliary verb in the noun clause.
No matter **who you ask**, no one can give you directions.
NOT No matter ~~who do you ask~~, . . .

GRAMMAR EXPANDER p. 122
Embedded questions: review and common errors

D GRAMMAR PRACTICE | Mark correct sentences with a checkmark. Mark incorrect sentences with an X. Correct the incorrect sentences.

✗ 1 No matter how much do we encourage Nancy, she won't get on a motorbike.
No matter how much we encourage Nancy, she won't get on a motorbike.

✓ 2 No matter how late my wife goes to sleep, she still gets up in time to catch the bus to work.

✗ 3 I can never find my sunglasses, no matter how hard do I look.
I can never find my sunglasses, no matter how hard I look.

✗ 4 They couldn't get tickets to the game, no matter how much were they willing to pay.
They couldn't get tickets to the game, no matter how much they were willing to pay.

✓ 5 No matter how many cups of coffee I drink, I sleep like a baby.

✗ 6 No matter how many times do people tell me mountain climbing is fun, I'll never do it.
No matter how many times people tell me mountain climbing is fun, I'll never do it.

LESSON 2 Express frustration, empathy, and encouragement

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit the meaning of the three feelings. (*Frustration* is the feeling of being annoyed, upset, or impatient because you cannot get what you want. *Empathy* is the ability to understand other people's feelings and imagine what it is like to be them. *Encouragement* is words or actions that give someone else confidence or hope.)
- Have Ss read and listen to the expressions. Then have them listen and repeat.
- Point out that *Bummer* is used in very informal spoken English.

LANGUAGE NOTES

- If you *are at your wits' end,* you are very upset and don't know what to do next because you have tried everything possible to solve a problem.
- If you *can't take it*, you can't tolerate an unpleasant situation.
- To *be fed up* means to be really annoyed by something and want it to change.
- If you *have had it*, you are no longer willing to tolerate something.
- *Bummer* expresses frustration or disappointment, often sympathetically.
- *I hear you (*or *I hear what you're saying)* is used to tell someone that you understand and respect their views, especially when you don't agree with them.
- If something *gets* you *down,* it makes you feel sad or lose hope.
- *Hang in there* means to keep trying.
- *Lose heart* means to stop believing that you can do or achieve something.
- *Stick with* something means to continue to do it and not change it.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Say, *You are going to listen to five conversations. Each of them will stop before the other speaker has a chance to respond. Guess what the other person's response will be.*
- Do item 1 as a class. Play the audio. Pause after the first conversation. Ask, *How would the other person respond?* (b. I know what you mean.)
- Play the rest of the audio. Pause after each conversation to give Ss time to choose the correct response.
- To go over the answers, play the audio again. Pause after each conversation, elicit the response, and then ask, *What feeling does this response express?* (1. empathy; 2. empathy; 3. encouragement; 4. empathy; 5. empathy)

TEACHING TIP Suggest Ss pay attention to tone of voice and attitude to help them understand the speakers' feelings.

EXTENSION (+5 minutes) In pairs, have Ss take turns expressing frustration about situations that impact their personal lives. Model the activity with a volunteer. Say, for example: *I'm totally fed up with the traffic on my way to work every morning.* Ask the volunteer to respond with empathy and encouragement. For example: *That must be tough. Sitting in traffic can be really frustrating.*

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the first rule and the first example. Elicit the noun clause. (how careful I am)
- Ask volunteers to read the remaining examples. Tell the rest of the class to circle the question words and underline the noun clauses as they listen.
- Ask, *Are* no matter *clauses independent or dependent clauses?* (dependent) *Why?* (because they do not express a complete idea)
- Tell Ss a *no matter* clause can begin or end the sentence. Point out the comma between the *no matter* clause and the main clause.
- Draw Ss' attention to the **Be careful!** note. Read the rule and example aloud. Provide an additional example. Write on the board: *No matter when does she go to bed, she's still tired in the morning.* Ask Ss to correct it. (No matter when she goes to bed, . . .)
- Read the second rule and example. Point out that in the example, the *no matter* phrase has neither a subject nor a verb. Elicit what information would come after *when* if the clause were not shortened. (Possible answer: They are always ready to help, no matter when you need their help.)
- Tell Ss that the shortened *no matter* clause is used in informal conversations and often comes at the end.

GRAMMAR EXPANDER (optional, pages T122–123)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have a volunteer read item 1 and the sample answer. Ask, *What is incorrect about this sentence?* (It uses the auxiliary verb *do* in the noun clause.)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, ask Ss if each item is correct or incorrect. If incorrect, elicit the new sentence.

E INTEGRATED PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss preview the items. Elicit which items need independent clauses (1 and 2) and which need dependent *no matter* clauses (3 and 4).
- Ask, *What feeling will Speaker A express: frustration, empathy, or encouragement?* (frustration) *What feeling will Speaker B probably express?* (empathy or encouragement)
- Do item 1 as a class. Elicit ideas for Speaker A's frustrating situation. (For example: I give up! No matter how careful I am, my knee always hurts when I run.) Then ask Ss how they might respond as Speaker B. (For example: That must be tough.)
- Have Ss complete the exercise individually. Point out that the *I* and *my* in the conversations don't refer to Ss personally and that the role plays don't have to be true for them.
- Have Ss take turns role-playing their conversations in pairs. Then have Ss switch roles and practice again.
- Invite Ss to role-play a conversation for the class.

PRONUNCIATION LESSON (optional, page T136)

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Express concern for someone's state of mind with *Is everything OK?*
- Begin an explanation with *Well, basically, . . .* to characterize a problem in just a few words
- Express empathy with *That must be tough*
- Say *Hang in there* to offer encouragement to someone facing a difficulty
- Say *Anytime* to acknowledge someone's expression of gratitude

- Ask about the photo: *Who are these people?* (Possible answer: friends) *Where do you think they are?* (school)
- Have Ss preview the conversation. Elicit examples of the target vocabulary and grammar in it. Then play the audio and have Ss follow along in their books.
- Elicit what *give someone credit (for something)* means. (to express approval or give someone praise for something they have done)
- To check comprehension, ask, *Why is Will frustrated?* (He feels like his dad is not supportive.) *How does Anna respond?* (with empathy and encouragement)
- Point out the **Social language** box and Speaker B's second line. Tell Ss we use this expression to introduce a short description of a problem. Say it aloud and stress the first syllable of *basically*. Ask Ss to repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line of the conversation. Make sure they use rising intonation for *Is everything OK?*, use emphatic stress on *Actually* and *Anytime*, and pause after *Well* and *basically*.
- Form pairs. Monitor as Ss role-play.

C TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and the prompts on the notepad. Ask a volunteer to read the sample writing.
- Have Ss complete the exercise individually. Encourage them to use a variety of question words in their *no matter* statements. Monitor and assist as needed.
- Remind Ss that although the statements should be written in the first person, they don't need to be about them personally.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Go over the suggestions in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Encourage Ss to use the expressions from the **Recycle This Language** box.
- Monitor as Ss create and practice conversations. Prompt them to offer specific advice.
- Remind Ss to change roles and then partners.
- Time permitting, invite volunteers to role-play their conversations to the class.

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

✓ including vocabulary to express frustration, empathy, and encouragement

✓ using *no matter* clauses to express frustration

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

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write a brief conversation about a frustrating or upsetting situation using one of the topics in the Talking Points they did not use in Exercise D. Remind them to use the vocabulary and grammar from the lesson. Collect and read Ss' conversations to identify areas for review.

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

E INTEGRATED PRACTICE | Complete the conversations with your own ideas, using a no matter clause and the Vocabulary from page 28. Then read your conversations with a partner. *Possible answers:*

1 **A:** *I give up!*! No matter how careful I am, *No matter how little I eat, I still can't lose weight.*
B: *Don't give up!*

2 **A:** *I'm at my wits' end!*! No matter what I tell my boss, *No matter what I tell my boss, she won't listen to me.*
B: *I hear you. My boss is the same.*

3 **A:** *I've had it!*! My kids are always late, *My kids are always late, no matter how much I nag them.*
B: *I know what you mean.*

4 **A:** *I'm totally fed up!*! I can't find my wallet, *I can't find my wallet, no matter how hard I look.*
B: *Bummer. Did you leave it at work?*

PRONUNCIATION LESSON p. 136
Vowel reduction to /ə/

COMMUNICATION ACTIVATOR

Now let's express frustration, empathy, and encouragement.



A CONVERSATION MODEL | Read and listen.

A: Hey, Will? You look a little distracted. Is everything OK?
B: Actually, I'm at my wits' end with my dad.
A: What's going on?
B: Well, basically, no matter how well I do at school, he never gives me any credit.
A: I hear you. That must be tough.
B: It is. I just wish he'd be a little more supportive.
A: Well, hang in there, OK? I'm sure your dad loves you.
B: I know. Thanks for the encouragement, Anna.
A: Anytime.

Social language
Begin a requested explanation with "Well, basically, . . ."

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

C TALKING POINTS | On the notepad, write statements that describe frustrating or upsetting situations. Use no matter.

at home: *No matter how well I clean the kitchen, it's dirty again the next day.*

at home:
at work:
at school:
with money:
with a relationship:
with my health:
with something else:

D IN YOUR OWN WORDS | Create a conversation similar to the one in Exercise A, using the Vocabulary and one of the situations from your Talking Points. Start like this: *You look a little distracted. Is everything OK?* Be sure to change roles and then partners. (Option: Use the Unit 3 Energizer Worksheet.)

RECYCLE THIS LANGUAGE
No way!
It's not the end of the world.
Probably nothing serious.
Wish me luck.

KEEP TALKING! ●●●
- Ask for more details about the problem.
- Offer specific advice.
- Say as much as you can.

Watch the video for ideas!

3 COMMUNICATION GOAL Explore the nature of heroism

A WORD STUDY | Vary parts of speech | Study the forms of these words related to bravery and heroism, according to the part of speech. (Look up the meaning of any unfamiliar words.) Read and listen. Then listen again and repeat.

Adjective	Adverb	Noun
brave	bravely	bravery
confident	confidently	confidence
courageous	courageously	courage
fearless	fearlessly	fearlessness
heroic	heroically	heroism
willing	willingly	willingness

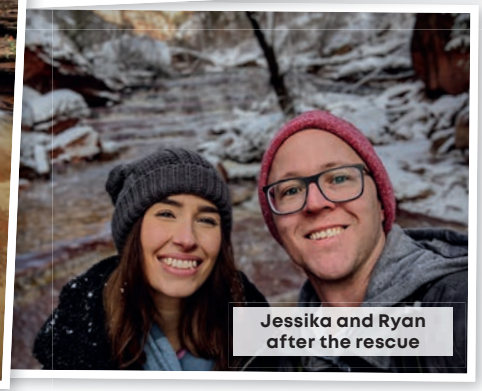
B WORD STUDY PRACTICE | Listen to a story in the news about a rescue. Use a word from the Word Study chart in Exercise A in the correct part of speech to complete each statement. Some items have more than one possible answer. *Possible answers:*

1 The fact that Jessika ...willingly... left Ryan to go find help on her own showed extreme ...bravery / courage....
2 Although Jessika wasn't ...confident... that she could make the hike out alone, she nevertheless set out ...fearlessly....
3 Her ...heroic... trek through the frozen wilderness saved her boyfriend's life.


The Subway area of Zion National Park


The river out of the Subway


The helicopter rescue team


Jessika and Ryan after the rescue

Possible answers:

C UNDERSTAND FROM CONTEXT | With a partner, explain the meaning of the words and phrases in quotes, based on information in the story. Listen again if necessary.

1 Jessika "rescued" Ryan. *1. saved*
2 The incident took place in a "remote" canyon. *2. far from towns or other people*
3 Ryan's leg sank deep into the "quicksand." *3. mixture of sand and water*
4 He was "trapped." *4. couldn't get free*
5 Ryan's situation "went from bad to worse." *5. started out bad and became even worse*
6 Jessika was a "hero." *6. someone who takes action not on behalf of herself, but on behalf of another person*

D LISTEN FOR SUPPORTING DETAILS | Listen again for the information that supports each answer.

1 Why did Jessika leave Ryan in the canyon?
(a) She needed cell phone service.
b She just gave up.

2 Why did Ryan begin to lose heart?
a Jessika had left him there.
(b) He thought he wouldn't survive.

3 Why was it impossible for the rangers to rescue Ryan as soon as the helicopter spotted him?
(a) The weather was too bad.
b The area was too remote.

4 Why is it hard to see quicksand?
(a) It looks like ordinary dry sand.
b It's near rivers and streams.

5 Why is quicksand less dangerous than most people believe?
(a) People don't sink below the surface; they float.
b People can easily climb out.

LESSON 3 Explore the nature of heroism

A WORD STUDY

Suggested time: 5 minutes | Your time:

- Read the directions.
- Have Ss read and listen to the words. Then have them listen and repeat.
- In pairs, have Ss share the meanings of words they are familiar with and look up those that are unfamiliar.

EXTENSION (+10 minutes) In pairs, have Ss take turns choosing a word and creating sentences with each form to practice the different parts of speech. For example, Student A says a word: *Courageous.* Student B says a sentence with the word: *You have to be really courageous to travel abroad by yourself.* Then Ss switch roles and repeat the task. Have Ss do this activity for ten minutes or until all the words have been reviewed.

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss a minute to preview the pictures and captions. Ask them why they think these people had to be rescued.
- Tell Ss to preview the items and predict what part of speech will fill each blank. (1. adverb, noun; 2. adjective, adverb; 3. adjective)
- Play the audio. Have Ss complete the exercise individually.
- Call on Ss to read the completed sentences aloud. Elicit any other possible answers that Ss didn't provide.

CHALLENGE (+5 minutes) In pairs, have Ss restate each sentence, using a different part of speech for the missing word. Possible answers:

1. Jessika was willing to leave Ryan to go find help on her own, and this is very courageous behavior.
2. Although Jessika didn't have much confidence that she could make the hike out alone, she tried to be fearless as she set out.
3. Her trek through the frozen wilderness saved her boyfriend's life and made her a hero.

LANGUAGE AND CULTURE

- The date of the rescue was February 14. Typical weather in Zion National Park this time of year is between 30 and 60 degrees Fahrenheit (about 0 and 15 degrees Celsius).
- In this context, to *set off* means to leave.
- *Ten centimeters of additional snow* refers to an additional layer 10 centimeters high.
- *National park rangers* are responsible for protecting national parks' resources, such as forests and monuments, and their visitors.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss define the words and phrases in pairs. Ask Ss to recall details from the story that illustrate the meaning of each item.
- If appropriate, play the audio again for Ss to check their answers.
- To go over answers, elicit the meaning of each item from the class.

EXTENSION (+10 sentences) Tell Ss to write six sentences using the words and phrases in quotation marks in a new context. Encourage them to write about situations that are true for them. For example: *My aunt and uncle live in a remote village in Northern Italy.* In pairs, have Ss take turns reading their sentences aloud and checking that their partner used the word or phrase correctly.

D LISTEN FOR SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Tell Ss to preview the items and underline any key words to listen for. (For example: 1. leave, cell phone service, gave up)
- Play the audio. Tell Ss to complete the exercise individually as they listen.
- Elicit the answers from the class. Ask Ss to provide details from the story to explain their answer.

TEACHING TIP Tell Ss it is helpful to identify key words to listen for when completing a listening comprehension task that asks for specific details. Listening for specific words also helps Ss be more active listeners.

E SUMMARIZE

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss two minutes to summarize the story.
- Refer Ss to the pictures in Exercise B on page 30 to help them organize the order of events in the story.
- If appropriate, play the audio again for Ss to check or improve their summaries.
- In pairs, have Ss take turns sharing their summaries and giving each other feedback on any missing key details. Keep time as Ss work.

OPTION (+5 minutes) Before Ss do the activity in pairs, have them create a timeline with the important events from the story. Tell Ss to write the time above the line. (For example: Valentine's Day, two hours later, etc.) and write what happened below the line. Suggest they reference their timelines as they retell the story.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Draw Ss' attention to the **Recycle This Language** box. Read the expressions.
- Have Ss discuss and write a description in pairs. Suggest they can base their answer on the information about heroism in Exercise A on page 24 as well as on the events of the story.
- Invite volunteers to read their descriptions to the class.

B PROJECT

Suggested time: 10 minutes | Your time:

- Read the directions aloud. Give Ss a minute to look at the images and read the captions. Check understanding.
- Call on Ss to share who they want to learn more about and why.
- Allow Ss to use their phones or tablets to conduct research in class.
- Tell Ss to take notes on the person's / character's main accomplishments. Have them use the notes to determine if the person / character qualifies as a hero.
- Suggest Ss write down relevant and interesting quotations from or about the person / character. Encourage Ss to find a photo or other visual to include in their presentation.

OPTION Give Ss the option of doing Exercises B and C individually, in pairs, or in small groups, depending on the size of the class or your own teaching preferences.

OPTION If Ss need more time for research or don't have access to the Internet in class, allow them to do the activity as homework.

OPTION (+5 minutes) Have Ss take turns sharing their findings in pairs. Encourage Ss to ask clarification and follow-up questions to help their partners include more details in their presentations.

LANGUAGE AND CULTURE

- The Nobel Peace Prize is awarded annually to someone who has worked to promote peace between nations.
- A *stunt performer* is a trained professional who performs daring acts.
- A *resistance fighter* is someone who fights for freedom against an invader in an occupied country, or against their government, often secretly or illegally.

TEACHING TIPS

- Remind Ss to paraphrase other information they find online rather than copy it down word for word. Tell Ss they should always provide a source of the information and use quotation marks (" ") for any text copied directly into their presentation.
- Be sure to approve visuals before Ss use them.

C PRESENTATION

Suggested time: 20 minutes | Your time:

- Give Ss time to prepare their presentations. Monitor and assist as needed.
- Call on Ss to present. Give a time limit (for example, two minutes to present plus one minute to answer audience questions).
- Have Ss show or project their photos and quotations as they present.
- While Ss present, take notes to give feedback.

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

✓ varying and using different parts of speech correctly
✓ giving specific examples of bravery and heroism
✓ asking and answering questions about their presentations

OPTION For larger classes or if time is limited, have Ss present in small groups instead of to the whole class.

CLOSURE ACTIVITY (+10 minutes) Ask Ss to write a brief summary of the findings of their research in Exercise B. Suggest they include any new relevant information about the person or myth that surfaced as a result of answering their classmate's questions in Exercise C. Collect and read Ss' summaries to identify areas for review.

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

E SUMMARIZE | Retell the story in your own words. If necessary, listen again and take notes to refresh your memory of the details. Say as much as you can. Then listen to your partner's summary and suggest details your partner may have left out.

COMMUNICATION ACTIVATOR

Now let's explore the nature of heroism.

A TALKING POINTS | With a partner, discuss and write your *own* description of the behavior that makes someone a hero. In your description, use words from the Word Study chart in Exercise A on page 30 and other phrases.

A hero is someone who . . .

RECYCLE THIS LANGUAGE

hangs in there
isn't chicken
is cautious
is cool and collected
doesn't give up
doesn't freak out
no matter . . .

B PROJECT | Choose one of the following people and / or myths who might be considered by some to be heroes. Learn about that person or myth and decide if he or she meets your definition of a hero.



Toussaint Louverture (1743–1803)
Leader of the Haitian Revolution in the 1700s



Malala Yousafzai (1997–)
Pakistani activist and Nobel Peace Prize laureate



Harry Houdini (1874–1926)
Hungarian-born American stunt performer



The Monkey King (first appearance, 16th century)
An animal character from Chinese literature that has supernatural abilities and continues to be popular today



Jan Karski (1914–2000)
Polish soldier, resistance fighter, and diplomat



Nicolaus Copernicus (1473–1543)
Renaissance-era mathematician and astronomer



Ernest Shackleton (1874–1922)
Anglo-Irish polar explorer



Policarpa Salavarrieta (1795–1817)
Colombian revolutionary

C PRESENTATION | Present information about the person or myth you chose, using photos and / or quotations. Say as much as you can and answer your classmates' questions.

4 COMMUNICATION GOAL

Discuss overcoming disabilities



A READING | Read about two creative people who have overcome the hardship of their disabilities. What do they have in common?

Possible answer: They have both overcome significant disabilities and have actually used them as advantages to have brilliant careers in music.

Can we see without vision? Can we listen if we can't hear?

Superstar singer, songwriter, musician, record producer, Grammy Award winner, and humanitarian Stevie Wonder was born Stevland Hardaway Judkins in 1950. Born prematurely, Wonder lost his vision shortly after birth, when he was given too much oxygen in an incubator. His early years were difficult, and he and his mother faced the hardship of hunger and poverty. But even as a child, Wonder didn't let his blindness hold him back. He was a musical prodigy, teaching himself to play the piano, harmonica, and drums before the age of 10, and performing professionally as a singer at 11.

Wonder's mother thought Stevie's blindness and their poverty might have been a punishment from God, but Stevie is reported to have told her not to worry about his being blind because he was a happy person. Later, when he was asked whether his blindness had affected his music, Wonder is reported to have said that his blindness enabled him to use his imagination to go places he had never seen and to write lyrics using words he had heard others say. Wonder has said that he has never felt hindered by his disability and was grateful, saying others should accept him and love him for what he is, as he loves himself that way. He loves the fact that—as he sees it—God has provided him with the opportunity to take what he has and make something out of it.

Stevie Wonder is credited with being such a major influence on musicians in various genres that he has been inducted into the Rhythm and Blues Music Hall of Fame, the Rock and Roll Hall of Fame, and the Songwriters Hall of Fame, and has received a star on the Hollywood Walk of Fame. But that's not all: Stevie Wonder has devoted himself to philanthropic and humanitarian causes and has received international recognition. In 2009 he was named a United Nations Messenger of Peace for advocating for people with disabilities.



Stevie Wonder



Evelyn Glennie on drums

Born in 1965, Scottish percussionist, writer, and Grammy Award winner Evelyn Glennie began studying piano at age 8 and clarinet at 10, at which time her hearing began to deteriorate, until she became profoundly deaf in her early teens. Because she could no longer hear musical tones through her ears, Evelyn switched to percussion, beginning to play the drums at 12. To sense the pitch of the drums, Evelyn was taught to sense their vibrations by putting her hand on a wall. She has said that she discovered she could feel the vibrations of the drums in her hands and in her lower legs. She could also put her fingertips on the edge of a drum and feel the vibrations that way, too.

Evelyn Glennie is said by many to be the best percussionist in the world, yet her musical programs never identify her as deaf. She gives more than 100 performances a year, barefoot or in stocking feet so she can sense the music. She has written a best-selling autobiography, *Good Vibrations*, collaborated on a film called *Touch the Sound*, and regularly appears on TV across the world. Since Glennie lost her hearing after she had already developed normal hearing and speech, her speech sounds like that of a hearing person. That and her perfect lip-reading skills enable her to communicate with ease.

Glennie is a highly popular public speaker at international business conferences, where she talks about how to listen. She describes her whole profession as a musician as being about listening and what that entails. In her speeches, she often explains how she uses listening as a professional musician and how business people can use that skill within their work environment.

LESSON 4 Discuss overcoming disabilities

A READING

Suggested time: 15 minutes | Your time:

- Read the directions and the target question. Tell Ss to consider the question as they read the article.
- Have Ss preview the images and captions. Elicit what Ss already know or what the images show about the two people.
- Ask a volunteer to read the title of the article. Give Ss a minute to predict how the questions might be related to the article. Elicit ideas.
- Have Ss read the text silently. Suggest they underline and look up any words they are unfamiliar with.
- Have Ss compare their answers in pairs. Then go over answers as a class.

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

OPTION (+10 minutes) Have Ss read the first section about Stevie Wonder. Ask comprehension questions about his life. For example, ask, *How did Stevie Wonder lose his vision?* (He was given too much oxygen in an incubator at birth.) *What was his childhood like?* (He faced hunger and poverty.) *What instruments did he learn as a child?* (piano, harmonica, drums) *How was his and his mother's understanding of his disability different?* (He saw it as a blessing; she saw it as a punishment.) *What kind of national and international recognition has he received?* (He has been inducted into the Rhythm and Blues Music Hall of Fame, the Rock and Roll Hall of Fame, and the Songwriters Hall of Fame, and has received a star on the Hollywood Walk of Fame. He was named a United Nations Messenger of Peace.)
Then have Ss read about Evelyn Glennie. Ask comprehension questions about her life. For example, ask, *What instruments did Evelyn Glennie study as a child?* (piano and clarinet) *When did she become deaf?* (in her early teens) *Why did she switch to playing percussion?* (because she could no longer hear musical tones) *How does she sense the pitch of the drums?* (through vibrations in her body and the drums) *What enables her to communicate with the hearing world?* (Because she lost her hearing later in life, her speech sounds like that of a hearing person. Also, she is good at reading lips.) *What other professional activities besides music does she do?* (She writes, collaborates on films, appears on TV, and is a public speaker at international business conferences.)

LANGUAGE AND CULTURE

- To be *inducted* is to be officially accepted into a group or organization, especially with a formal ceremony.
- A *hall of fame* is a type of museum where people can see things relating to famous people who are connected with a particular activity. The Hollywood Walk of Fame honors the accomplishments of people in the entertainment industry with stars embedded in the sidewalk along 15 blocks in Hollywood, Los Angeles.
- To be in *stocking feet* is to be wearing stockings or socks but no shoes.

EXTENSION (+5 minutes) Have Ss discuss how the two creative people are different. (For example: Stevie Wonder lost his vision soon after birth, while Evelyn Glennie lost most of her hearing in her teens. / Stevie Wonder taught himself to play musical instruments, while Evelyn Glennie took classes.)

EXTENSION (+10 minutes) In pairs, ask Ss to use the words in Exercise A on page 30 to share what they think about the two musicians and describe their qualities or behaviors. (For example: I think it's amazing how Stevie Wonder fearlessly performs in front of thousands of people. He has no stage fright! / Evelyn Glennie must have a lot of confidence in order to share her experience in books and on TV.) Invite volunteers to share their opinions with the class.

EXTENSION (+10 minutes) Have Ss work in pairs to paraphrase information from the article in sentences using *so . . . (that)* and *such . . . (that)*. Encourage them to use *many, much, few,* and *little* with *so* before nouns. For example:
There was so much oxygen in the incubator that it left Stevie Wonder blind.
Stevie Wonder had so few advantages in his childhood that he and his mother faced hunger and poverty.
Percussion instruments make so many vibrations that Evelyn Glennie can feel them in her hands and lower legs.
Evelyn Glennie became such a skilled listener that she now speaks at international conferences about how businesspeople can use listening to improve their work environment.

TEACHING TIP Disability might be a sensitive topic for some Ss, especially if they or people close to them are affected. If appropriate, encourage Ss to share personal stories about overcoming a disability.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Read the directions. Do item 1 as a class. Read the statement. Elicit possible answers from the class.
- In pairs, have Ss rewrite the sentences.
- To go over the answers, have volunteers read their new statements aloud.

C INFER INFORMATION

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss read the excerpt silently.
- Elicit the meaning of *heightened* (stronger; more intense) and *corroborate* (to provide information that supports an idea).
- Have Ss complete the exercise in pairs. Suggest they underline sentences in the reading that indicate the use of other senses. (For example: To sense the pitch of the drums, Evelyn was taught to sense their vibrations by putting her hand on a wall.)
- Elicit answers from the class.

D DISCUSSION

Suggested time: 10 minutes | Your time:

- Have volunteers read the questions aloud for the class.
- Ask Ss why the words *listen* and *seen* are in quotation marks. (to indicate that the words are not being used in their literal sense, since a deaf person can't actually listen and a blind person can't actually see)
- In pairs, have Ss discuss the questions. Encourage them to give examples from the article and their own personal experiences to support their opinions.
- Invite volunteers to share their answers with the class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit examples of historical figures and fictional characters. (For example: Frida Kahlo, Stephen Hawking; Spiderman, Harry Potter)
- Read the list of disabilities and types of hardship in the **Ideas** box. Elicit examples for each. (For example: sexual discrimination: being denied a promotion because of your gender)
- Read the headings on the notepad. Have Ss write notes about the person or character. If appropriate, allow Ss to look up information online. Monitor and assist as needed.

OPTION (+5 minutes) Model the activity. Write the notepad headings on the board. Refer Ss to the article on page 32. Elicit the information about Wonder or Glennie, and note it under the appropriate heading.

LANGUAGE NOTES

- Broadly speaking, *racial discrimination* is the unfair treatment of a person or group because of their race (the color of their skin and other physical features). *Ethnic discrimination* is the unfair treatment of a person or group because of their ethnicity, which may include their cultural traditions, language, and physical traits. The two terms are often used interchangeably.
- *Political instability* refers to a situation where the control of a place is uncertain due to problems such as sudden change in government or civil war.
- *Family dysfunction* occurs when family members, especially parents, behave in abnormal or unhealthy ways, especially towards other members.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages 154A–B)

- Read the directions. Elicit examples of other problems that might limit people.
- Tell Ss to look at the picture. Read the caption. Make sure Ss understand what is meant by *serving with his feet*. (Normally table tennis, or ping pong, players begin a serve by tossing the ball into the air and hitting it with the racket in their hand.)
- In pairs, have Ss compare their notes.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are telling each other all the information they have about the person they chose before identifying the similarities.

WRITING HANDBOOK (optional, page T146)

CLOSURE ACTIVITY (+5 minutes) Tell Ss to imagine they lost one of the senses. In pairs, have Ss talk about how that disability would impact their personal and professional lives and what exactly they would do to overcome it. As Ss discuss, monitor and take notes on areas for review and extra practice in later lessons.

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 | With a partner, paraphrase these sentences containing phrases and ideas from the article.**

1 When he was a child, Wonder and his mother "faced hardship." *Possible answers: 1. Wonder and his mother encountered things that made their lives hard.*
2 Wonder was a "musical prodigy." *2. Wonder was extremely talented musically at a young age.*
3 Wonder says he has never "felt hindered by" his disability. *3. Wonder says his disability has never created difficulties for him.*
4 Glennie's hearing "began to deteriorate" when she was still a child. *4. Glennie's hearing started getting worse when she was a child.*
5 She became "profoundly deaf" in her early teens. *5. She became completely unable to hear in her early teens.*
6 Glennie was taught "to sense" the vibrations of the drums. *6. Glennie was taught to feel the vibrations of the drums without hearing them.*

C **INFER INFORMATION | We have five senses: sight, touch, hearing, taste, and smell. Read about the super-development of the other four senses in people who have lost one sense. Then, with a partner, find ways that Wonder and Glennie confirm what is now known.**

It is commonly believed that people who are blind or deaf (or who have lost some other sense) can gain super abilities in one or more of the other senses—especially if that sense is lost early in life. A blind person might develop a heightened sense of hearing, a deaf person extraordinary vision or an increased sensitivity to touch. A recent scientific study has now found evidence that corroborates this popular belief . . .

Possible answer: Wonder's musical genius suggests he most likely has a heightened sense of hearing. That may be due to his loss of sight. Glennie seems to have a heightened sense of touch—that is, how she feels the vibrations of the music—making her an extremely gifted percussionist.

D **DISCUSSION | Discuss the following questions.**

1 How can a deaf person "listen"? How can a blind person imagine and write about things he hasn't "seen"?
2 In your opinion, what are some general factors that contribute to the success of people who have disabilities or other problems that might have limited them?

See below for possible answers.

COMMUNICATION ACTIVATOR

Now let's discuss overcoming disabilities.

A **TALKING POINTS | Choose a historical figure, a fictional character, or someone you know who overcame a disability or who faced hardship. Write discussion notes.**

Name:
Summary of disability or other hardship:
Possible answer: They have both overcome significant disabilities and have actually used them as advantages to have brilliant careers in music.

Factors that helped this person overcome it:

Achievements:

Ideas
- a physical or mental disability
- racial, ethnic, or sexual discrimination
- a natural disaster
- political instability or war
- poverty
- lack of access to education
- family dysfunction

Possible answers for Exercise D:
1. She can use her sense of touch to feel the vibrations of the music. He can imagine how he would experience those things with the other senses that he does have.
2. a positive attitude, support from family and friends, refusal to define themselves by their disability

B **DISCUSSION | Compare the people you wrote about in Talking Points. What are some similarities they share in overcoming their disabilities and facing hardship? Explain. (Option: Use the Unit 3 Soft Skills Booster, p. 156.)**

WRITING HANDBOOK p. 146
- **Skill:** Reducing adverbial clauses
- **Task:** Write a report about an event



Egyptian Paralympian table tennis champion Ibrahim Hamadtou has overcome the loss of both arms by holding the racket in his mouth and serving with his feet.

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

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe how fear affects me physically.
- ☐ Express frustration, empathy, and encouragement.
- ☐ Explore the nature of heroism.
- ☐ Discuss overcoming disabilities.

UNIT 4

Building Relationships

PREVIEW

A RELATIONSHIPS WITH FRIENDS | **Listen to a podcast about the differences between men's and women's friendships. Summarize the main differences they describe.** *Possible answer: Women value being able to talk about their problems and feelings, while men value mutual acceptance.*

B ZOOM-IN | **Read and listen to a woman telling her husband about an argument she had with her sister. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Brooke = British English
Neal = American English (standard)



Brooke: So I just got off the phone with my sister. Actually, I lost my cool and hung up on her.

Neal: You did what? How about you take a deep breath and tell me what happened.

Brooke: You're right. I need to calm down . . . You know Tara's a bit of a hothead, but today she just totally flew off the handle. What really gets to me is that she completely lost it over an innocent misunderstanding.

Neal: What was it that set her off?

Brooke: Well, we had a date for lunch today, and I was sure she told me it was for 1:30. But she swears she said one o'clock. When I didn't show up on time, the restaurant said they'd have to give the table to someone else because it was so busy at that hour.

Neal: OK. So what happened then?

Brooke: I'm not sure . . . But when I got to the restaurant, she wasn't there. And when I tried calling her, she wouldn't pick up. I finally got through to her just now, but all she wanted to do was tell me off for being so inconsiderate.

Neal: Wow. It sounds like she really made a big issue of it.

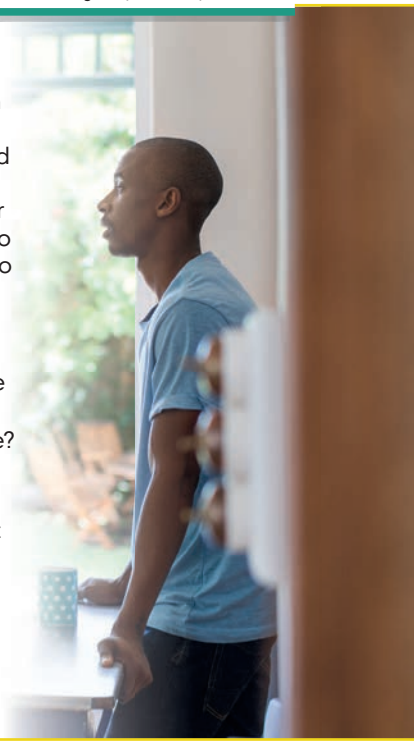
Brooke: She wouldn't even let me explain what happened.

Neal: Want some friendly advice?

Brooke: Like what?

Neal: Just call her and make up. Admit your mistake and treat her to lunch. She'll come to her senses. The two of you might even have a good laugh over it.

Brooke: I hope you're right.



C UNDERSTAND FROM CONTEXT | **Choose the best meaning for each of these featured words and phrases from Zoom-In.**

1 lost my cool (forgot what I was saying / got very angry)
2 flew off the handle (caused things to break / started expressing extreme anger)
3 set her off (made her leave / made her angry)
4 tell me off (speak angrily to me / hang up the phone)
5 made a big issue of it (didn't want to talk on the phone / wouldn't stop complaining about it)
6 make up (look and act your best / make peace after an argument)

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 SUMMARIZE | **With a partner, summarize what happened between Brooke and her sister.**

Unit 4 Building Relationships

PREVIEW	Students listen to a podcast about the differences between men's and women's friendships, read a conversation about an argument, and take a self-test about shortcomings.	
	Vocabulary	Shortcomings
LESSON 1 **Introduce and respond to criticism**	***Grammar***	Cleft sentences: review and expansion
LESSON 2 **Give someone positive feedback**	***Grammar***	Adverb clauses of condition
LESSON 3 **Explain how you handle anger**	***Vocabulary***	Expressing and handling anger
	Listening skills	Listen for main idea; Listen to infer
LESSON 4 **Explore your relationships with friends**	***Reading skills***	Identify main idea; Summarize
SOFT SKILLS WORKSHOP 2	*An Interview*	

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

Preview

A RELATIONSHIPS WITH FRIENDS

Suggested time: 5 minutes | Your time:

- Play the audio. Suggest Ss take notes of the differences as they listen.
- Ask volunteers to summarize the differences.

OPTION (+3 minutes) Elicit the similarity between male and female interviewees mentioned in the podcast. (They both agree that truly good friends stick by each other through thick and thin.)

LANGUAGE NOTES

- *What makes someone tick* is what makes someone behave the way they do, what motivates them.
- *Through thick and thin* means under all circumstances, especially difficult ones.

B ZOOM-IN

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the conversation.
- Ask, *Why did the sisters have an argument?* (Brooke was late for their lunch date.)

LANGUAGE NOTES

- *Come to one's senses* means to begin to think in a sensible or correct way after being foolish or wrong.
- *Have a good laugh over something* means to realize that something is funny, especially when it was at first upsetting.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Go over the answers. Ask Ss what in the conversation indicates the meaning of each expression.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss look up the words, write their sentences, and then share them with a partner.
- Call on volunteers to share their sentences with the class.

E SUMMARIZE

Suggested time: 5 minutes | Your time:

- Give Ss time to individually summarize what happened.
- Then have Ss tell a partner what happened. Ask them to agree on a summary.
- Have Ss share their summaries with the class.

OPTION (+5 minutes) If Ss need support, ask these guiding questions: *What plans did Brooke and her sister Tara have?* (to have lunch) *Why didn't the plans work out?* (Brooke didn't show up on time.) *What happened when Brooke tried to call Tara?* (Tara didn't pick up.) *When did they finally get to talk?* (just now) *What did Tara keep doing on the phone?* (telling Brooke off and not letting her explain what happened) *What did Brooke finally do?* (lost her cool and hung up)

F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the title of the test and the instructions. Elicit the meaning of *shortcoming*. (a fault or weakness that makes someone or something less successful or effective than desired)
- Read the key in the **Rating Scale** box. Ask Ss to rate each person's comment *A*, *B*, or *C*.
- Give Ss five minutes to take the test individually. Monitor and assist as needed.
- Ask Ss to explain why Terence uses the idiom *honesty is the best policy.* (because he is about to admit something, to be honest about a shortcoming)
- Elicit the meaning of *get a grip.* (to make an effort to control your behavior or emotions) Ask Ss to explain why Sonia says she's *gotta get a grip.* (to say that she needs to deal with her disorganization, control the situation)

LANGUAGE NOTES

- Mitchell: *Check yourself* means to stop to consider the consequences of your actions before you end up in trouble.
- Audrey: *Get in the way* of something is to make it difficult for that thing to happen or continue.

G VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the list of shortcomings. Then have them listen and repeat the phrases.
- Elicit which words are nouns and which are adjectives. Ask Ss if they notice any patterns in those parts of speech. (Nouns have the article *a* before them.)

EXTENSION (+5 minutes) In pairs, have Ss explain the meaning of the vocabulary using the context of the comments in Exercise F. Do the first phrase as a class. Ask, *What does it mean to be a perfectionist?* (to not be satisfied with anything unless it's completely perfect in your view) Give Ss time to define the rest of the terms. Elicit meanings from the class.

CHALLENGE (+10 minutes) Write on the board: *She / He wishes. . . .* Ask Ss to work in pairs to complete the prompt for each of the people in Exercise F. Encourage Ss to use descriptions that mean the opposite of the shortcoming, rather than just writing the negative form of the words. (Possible answers: Katie wishes she weren't so hard on herself. Jeremy wishes he had a more positive perspective. Mitchell wishes he weren't so critical of others. Audrey wishes she could take criticism well. Dawn wishes she could finish things on time. Mick wishes he could collaborate more easily with others. Terence wishes he had less of a temper. Sonia wishes she had her things more in order.)

H PAIR WORK

Suggested time: 10 minutes | Your time:

- Ask Ss to take turns saying if they are like each person or not, and explaining how. Encourage them to give specific examples of how the shortcomings have affected their lives.
- Invite volunteers to share who they are most similar to and different from.

START TALKING | GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the example answer for the class.
- Elicit additional shortcomings. (For example: be impatient, be jealous) Write Ss' ideas on the board.
- In small groups, have Ss discuss which of the shortcomings in Exercise G and on the board can cause the most problems, and what those problems are.
- Remind Ss to give reasons to support their opinion based on the comments and their own personal experiences. Encourage them to use the underlined phrases from **Zoom-In** as they discuss.
- Have a volunteer from each group explain which shortcoming the group thinks causes the greatest problem, and why.

EXTENSION (+5 minutes) In pairs or small groups, have Ss consider if any of the personality characteristics mentioned in Exercise F could be beneficial or useful in some situations. (For example: Perfectionists may create things that need to be very precise, almost perfect, or with details that can't be flawed.)

EXTENSION (+10 minutes) In pairs, have Ss write about two situations, each illustrating how one of the shortcomings in Exercise G plays out in real life. (For example: Situation: I'm late to work every morning because I can't ever find my glasses or my keys! I need to work on leaving items in the same place by the door and not all over the house. Shortcoming: disorganized.) Then have pairs form groups of four. Ask the pairs to take turns reading their situations aloud and guessing which shortcoming each situation is about. Invite volunteers to read one of their situations to the class. Have Ss guess the shortcoming.

F TALKING POINTS | Take the self-test.

Rating Scale
A = Sounds just like me!
B = Sounds a bit like me!
C = Doesn't sound like me at all!

How **self-aware** are you?

Read what the people say about their shortcomings. Then use the rating scale to compare yourself with each one.



Katie ○

"My greatest weakness is that I'm a perfectionist. Even when I do something well, I can always find something wrong with it. This is bad because it spoils the satisfaction I deserve to feel for an achievement."



Mitchell ○

"I'm too judgmental. I'm in the habit of criticizing others for lateness, even if I'm sometimes guilty of the same thing. I need to check myself when I do that."



Dawn ○

"My biggest shortcoming? I'm a procrastinator! Even when I have something important to do, I still put it off until the last minute and then go into panic mode, terrified I won't finish on time. Sometimes I think I do this to keep things exciting. (Only kidding!)"



Terence ○

"They say honesty is the best policy, so here it is: I'm just a hothead. It doesn't take much to get me mad. I'm working on it, but it's been a lifelong pattern of mine and hard to change."



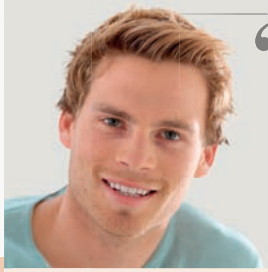
Jeremy ○

"I recognize that I can be a little negative. I view bad situations as more important than good ones. I need to focus on seeing things in a positive light, or at least having a more balanced perspective."



Audrey ○

"To tell you the truth, I'm pretty sensitive—maybe even over-sensitive. I often interpret what people say as criticism, even when it's not. I need to try to get over it. Being over-sensitive gets in the way of my relationships."



Mick ○

"My girlfriend says I'm too controlling and that I expect her to do everything my way. Others have accused me of the same thing. I know I'm not being fair when I make decisions without discussing them with others. I need to work on letting others get their way some of the time, too."



Sonia ○

"I'm so disorganized and I'm ashamed of it. I never know where my things are because I just leave them all over the place. My desk looks like a hurricane hit it. Gotta get a grip."

G VOCABULARY | Shortcomings | Listen and repeat.

be a perfectionist	be negative
be judgmental	be over-sensitive
be a procrastinator	be controlling
be a hothead	be disorganized

H PAIR WORK | Explain to your partner how you are—or aren't—like the people in Talking Points. Which ones, and in what ways?

START TALKING

GROUP WORK What other shortcomings do people have? Which shortcomings cause the greatest problems? Use the conversation in Zoom-In and your own experiences to discuss the consequences shortcomings can cause.

"Tara's a hothead and she isn't fair. Those shortcomings caused a big problem with Brooke over a little misunderstanding about the time of the reservation. If you ask me, she's got to get a grip."

1 COMMUNICATION GOAL Introduce and respond to criticism

A GRAMMAR | Cleft sentences: review and expansion

Cleft sentences with What

Remember: A cleft sentence is a sentence divided into two parts so that one part can be emphasized. One type of cleft sentence uses a clause with What as the subject of the sentence and a form of be as the verb. Be sure the form of be agrees with its complement.

What bothers them is getting interrupted when they're talking.
What surprised them were the many apologies they received.

The complement in a cleft sentence with What is often a noun clause. Always use a singular form of be in these sentences. That is optional.

What was surprising was **(that) she never came back to the office**.
What they mean is **(that) they wish they hadn't left so early**.
What was the most surprising was **(that) they never even called when they were here**.
What we've been trying to say is **(that) we're sorry we haven't been paying attention**.

Cleft sentences with It

A cleft sentence with the impersonal It emphasizes a noun or noun phrase. Use who or that to complete the thought.

sentence with no emphasis		cleft sentence with It
Toby locked the office Wednesday night.	→	**It was Toby** who locked the office Wednesday night.
Her self-confidence impresses people.	→	**It's her self-confidence** that impresses people.

GRAMMAR EXPANDER p. 123
Cleft sentences: more on meaning and use

B LISTEN TO ACTIVATE GRAMMAR | Listen to the conversations. Then listen again and complete each statement.

1 It was her ..... that he wanted to bring up.
(a) missing the meeting b not finishing the report

2 What bothered him was that Simon .....
(a) lost his cool b refused to apologize

3 It was his ..... that made her decide to talk with him.
a apologizing for his mistake (b) interrupting her meeting

4 What's surprising to him is that the two women .....
a are such good friends (b) had such a bad argument

5 It was his ..... that upset her.
(a) constant criticism b bringing it up

C GRAMMAR PRACTICE | Write cleft sentences with It, emphasizing the underlined noun phrase.

Example: The way she talks to people is so offensive.
It's the way she talks to people that's so offensive.

1 Tom's being such a hothead makes me want to avoid working with him.
It's Tom's being such a hothead that makes me want to avoid working with him.

2 Her constant lying about what happened was unbelievably annoying.
It was her constant lying about what happened that was unbelievably annoying.

3 The way they speak to their children worries me.
It's the way they speak to their children that worries me.

4 This afternoon's session might give you some strategies for getting more organized.
It's this afternoon's session that might give you some strategies for getting more organized.

5 Jake's negative attitude always gets in the way of his being promoted.
It's Jake's negative attitude that always gets in the way of his being promoted.

LESSON 1 Introduce and respond to criticism

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the first rule about cleft sentences with *What*.
- Have a volunteer read the two examples. For each, elicit which part of the sentence is the subject and which is the complement. (1. subject: What bothers them; complement: getting interrupted . . .; 2. subject: What surprised them; complement: the many apologies . . .) Point out how the form of *be* agrees with the complement.
- Ask, *Which part of the sentence is emphasized?* (the complement)
- Elicit the cleft sentences as simple direct sentences without the *What* clause. (1. Getting interrupted when they're talking bothers them. 2. The many apologies they received surprised them.)
- Point out how the *What* clause prepares the listener or reader for the information in the complement, emphasizing it. (1. What bothers them? Getting interrupted. 2. What surprised them? The many apologies they received.)
- Read the rule about noun clauses as complements.
- Have volunteers read the examples. Point out that we can only use *that* if the complement is a clause with a subject and a verb.
- Read the rule about cleft sentences with *It*. Ask, *When is the pronoun* it *considered "impersonal"?* (when it does not refer to a particular person or thing)
- Read the headings and both sets of example sentences. Stress the information after *it* as you speak.
- Reiterate that cleft sentences with *It* call attention to a noun or noun phrase. For example, who or what did, caused, or intended something. Ask Ss which word is being emphasized in each example sentence. (*Toby* in the first, and *her self-confidence* in the second.)
- Point out that the *be* form in the *It* clause is always singular, even when followed by a plural noun or noun phrase. For example: *It's the new employees who were perfectionists.*

LANGUAGE NOTES

- Cleft sentences are frequently used in speech, but they are particularly useful in writing, where we cannot use intonation for focus or emphasis.
- *Wh-* cleft sentences can start with other question words, such as *why*, *where*, and *how*.
- In informal spoken English, we often omit *that* and *who* after the *it* clause when they are the object of the verb. For example: *It was your sister, not your mother, (who) I met!*

GRAMMAR EXPANDER (optional, page T123)

B LISTEN TO ACTIVATE GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss preview the items and answer choices.
- Play the audio. If appropriate, pause after each conversation for Ss to choose the answer.
- Call on Ss to read the completed statements aloud.

EXTENSION (+5 minutes) In pairs, have Ss rewrite the complex cleft sentences as simple direct sentences. (1. He wanted to bring up her missing the meeting. 2. Simon losing his cool bothered him. 3. His interrupting her meeting made her decide to talk to him. 4. The two women having such a bad argument is surprising to him. 5. His constant criticism upset her.) Elicit answers. Then ask, *How are these sentences different?* (They are less emphatic.)

LANGUAGE NOTES

- Conversation 1: *It was my bad* is a common way to say "It was my mistake" in very informal spoken English.
- Conversation 2: *As far as I'm concerned* is used to introduce an opinion.

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions and the example item. Have a volunteer read the sample answer. Ask, *What does* It's *emphasize?* (the way she talks to people) *What must follow the* It *clause?* (a clause with *that*)
- Have Ss complete the exercise individually and check answers in pairs. Remind them to keep the new sentences in the same verb tense.
- Call on Ss to read the new sentences aloud.

CHALLENGE (+5 minutes) Have Ss change the cleft sentences with *It* to cleft sentences with *What*. Do the example as a class. (What's so offensive is the way she talks to people.) Then have Ss restate the remaining items in pairs. (1. What makes me want to avoid working with Tom is that he's such a hothead. 2. What was unbelievably annoying was her constant lying about what happened. 3. What worries me is the way they speak to their children. 4. What might give you some strategies for getting more organized is this afternoon's session. 5. What always gets in the way of Jake being promoted is his negative attitude.)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions and the example item. Have a volunteer read the sample answer.
- Ask, *What's the subject in the cleft sentence?* (What's always surprised me) Tell Ss to notice how *What's* takes the place of *That's* in the original sentence. If necessary, point out that *That's* and *What's* are contractions with *has*, not *is*.
- Ask, *What's the complement?* (that people tell me I'm too controlling)
- Have Ss complete the exercise individually and check answers in pairs.
- To go over the answers, read each item aloud and call on Ss to read the cleft sentence. Remind Ss that the word *that* is optional in the complement of cleft sentences with *What*.

E ROLE PLAY

Suggested time: 10 minutes | Your time:

- Read the directions. Have two volunteers read the example conversation.
- Give Ss a few minutes to think about how to respond to the cleft sentences in Exercise D.
- Form pairs. Have Ss take turns responding to the different situations.
- Monitor as Ss role-play.
- Bring the class together. Ask different volunteers to role-play one of their dialogues for the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Politely introduce criticism or an uncomfortable topic with *There's something I need to bring up*
- Say *I didn't realize . . .* to acknowledge your acceptance of someone's criticism
- Say *I didn't mean to . . .* to acknowledge how your behavior might have been interpreted
- Say *On the contrary* to assure someone you don't feel the way they think you might
- Express gratitude for someone's negative yet helpful feedback with *You've done me a favor*

- Have Ss preview the conversation before listening. Elicit examples of the target grammar in the conversation. (What really bothered me was that you weren't paying attention to Amy's presentation . . .; it was Amy who pointed it out to me)
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *What is Ted's issue with John?* (John was being disrespectful during a co-worker's presentation.) *How does Ted introduce his criticism?* (There's something I need to bring up.) *Does John react to the criticism positively or negatively?* (positively)
- Call Ss' attention to the **Social language** box. Read the heading and the expressions. Have Ss repeat. Point out that the expressions use *I* or *we* instead of *you* to emphasize that the person is expressing his or her own concerns.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Make sure Ss use emphatic stress for *terrible* in *I feel terrible*, *Amy* in *it was Amy,* and *contrary* in *On the contrary.* Listen for rising intonation on *What really bothered me* and a brief pause after it.
- Form pairs. Monitor as Ss role-play. Remind them to change roles and practice again.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Review the ideas in the **Keep Talking!** box. Play the video to support Ss as they extend their conversations.
- Have a volunteer read the list of **Things you might criticize someone for**. Remind Ss they could also discuss the other shortcomings in Exercise G on page 35.
- Remind Ss to switch roles and then partners. Encourage them to use different ways to introduce the criticism politely.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are
✓ using cleft sentences with *What* and *It* correctly
✓ introducing and responding to criticism politely

OPTION Use the Unit 4 Energizer Worksheet (see Printable Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write 2–3 sentences about a problem in their lives that is bothering them. Ask them to use expressions from the **Social language** box in Exercise A and at least one cleft sentence. For example: *I'm having a problem with this co-worker at the office. What bothers me is how she's always looking at her phone during presentations and meetings.* Collect Ss' sentences as they leave. Check for the correct use of cleft sentences.

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

D GRAMMAR PRACTICE | **Combine each pair of sentences by writing a cleft sentence with What and a noun clause subject complement.**

Example: People tell me I'm too controlling. That's always surprised me.
What's always surprised me is that people tell me I'm too controlling.

1 My boss always criticizes me. That makes me kind of angry.
What makes me kind of angry is (that) my boss always criticizes me.

2 My manager and I get along really well. That's nice.
What's nice is (that) my manager and I get along really well.

3 Most people tell lies to protect the ones they love. That fascinates me.
What fascinates me is (that) most people tell lies to protect the ones they love.

4 You seem to have a hard time saying no to people. That's surprising.
What's surprising is (that) you seem to have a hard time saying no to people.

5 It's really great working with you. That's what I've always wanted to tell you.
What I've always wanted to tell you is (that) it's really great working with you.

6 I wish you'd try to control your anger. That's what I mean.
What I mean is (that) I wish you'd try to control your anger.

E ROLE PLAY | **Take turns responding with your own words and ideas to your partner's cleft sentences from Exercise D.**

What's always surprised me is that people tell me I'm too controlling.

Well, I don't see you that way at all. I think you're pretty flexible and willing to share decision-making with others.

COMMUNICATION ACTIVATOR

Now let's introduce and respond to criticism.

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

A: John, there's something I need to bring up.
B: Of course, Ted. What's wrong?
A: Well, at the meeting this morning, you kept looking at your phone. It seemed a little disrespectful.
B: I *was* looking at my phone. You're right. I didn't realize it was so obvious.
A: What really bothered me was that you weren't paying attention to Amy's presentation, and she noticed. In fact, it was Amy who pointed it out to me.
B: I feel terrible. I didn't mean to be rude.
A: Well, I don't want to make an issue of it, but I think you should apologize to her.
B: You're right. I will.
A: I hope you don't mind my pointing this out.
B: On the contrary. You've done me a favor.

Social language
Ways to introduce criticism politely
- There's something I need to bring up.
- We need to talk about something.
- I'm having a problem with something.
- Can we talk about an issue I'm having?
- I need to tell you what's on my mind.



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

C IN YOUR OWN WORDS | **Create a similar conversation. Start like this: *There's something I need to bring up.* Be sure to change roles and then partners. (Option: Use the Unit 4 Energizer Worksheet.)**

KEEP TALKING! ●●●
- **Explain the problem in greater detail and how you felt about it.**
- **Offer to make up for it.**
- **Say as much as you can.**

Watch the video for ideas!

Things you might criticize someone for:
- not paying attention
- interrupting [someone] repeatedly
- being way too critical / negative / self-centered / a hothead
- being habitually late
- always missing deadlines
- being completely disorganized

2 COMMUNICATION GOAL Give someone positive feedback

A GRAMMAR CLOSE-UP | Read what two managers say about feedback at a conference on best employment practices. Notice the featured grammar.

Jared Symons, Pinson Graphics International

All employees need and deserve feedback, whether or not their performance has been acceptable or unacceptable. Some managers think it's more important to deliver negative feedback—letting employees know where their performance has fallen short, than positive feedback—praise and recognition for a good job. However, even if workers are doing exceptional work, they benefit from hearing it from their managers. Positive feedback from a manager serves as a reality check. Otherwise, how would they know they're successful?

Question:

How would you describe your perspective on positive and negative feedback?



Helmut Dunn, Human Resources Online

I couldn't agree more with Jared, and I'd like to add to what he says about the value of positive feedback. We know now that even if an individual employee doesn't require much positive feedback personally, companies with a culture of providing positive feedback are more successful, whether or not they also provide negative feedback to workers on a regular basis. Recent research found that in high-performing work teams, the ratio of positive to negative feedback is approximately 6 to 1. While it's indisputable that some negative feedback is necessary, we know that only if that negative feedback is offset by positive feedback is the negative feedback helpful at all. Otherwise, negative feedback has been found to be counterproductive.

B PAIR WORK | Why do you think some managers neglect the importance of positive feedback and devote more attention to providing criticism when an employee's work falls short? *Possible answer: It's because we automatically notice when someone does something wrong. It's harder to remember to give positive feedback when someone does things well as good performance may not be as noticeable as mistakes.*

C GRAMMAR | Adverb clauses of condition

Use even if or whether or not in an adverb clause to express the fact that no matter what, there is no way to affect or change an event or situation. In writing, it's common to use a comma when the adverb clause comes first.

Even if he has plenty of time to write a report, he still waits till the last minute to begin.
(= No matter what, he waits till the last minute.)

I would have missed the deadline **even if I had started on time**.
(= No matter what, I would have missed the deadline.)

Whether or not anyone gives her feedback, Melanie always does a good job.
(= No matter what, Melanie always does a good job.)

They would have been uncomfortable at the meeting **whether or not their manager had gotten so angry**.
(= No matter what, they would have been uncomfortable.)

Use only if to express the fact that a certain condition is necessary in order for something to happen or to be true. If the adverb clause comes first, invert the subject and verb (or auxiliary) in the independent clause and do not use a comma.

Laura will be happy at her job **only if she learns to get organized**. OR
Only if Laura learns to get organized **will she** be happy at her job.

Remember: The unreal conditional with if only expresses a wish for a particular condition (or a strong regret).
If only I were more organized, I'd get a lot more done. (= I wish I were more organized OR I regret that I'm not.)

Use unless to express the consequence of an action or lack of action. (Note: unless = if . . . not.)

Unless I put something in my calendar, I'll forget all about it.
(= If I don't put something in my calendar, I'll forget all about it.)

We told him we wouldn't work with him **unless he apologized for being so inconsiderate**.
(= We told him we wouldn't work with him if he didn't apologize.)

Note: You can also use the transition word Otherwise at the beginning of a sentence to express the consequence of an action or lack of action.

I need to put things in my calendar. **Otherwise**, I'll forget all about them.
I always set my alarm for 7:00 A.M. on weekdays. **Otherwise**, I'm late for class.

GRAMMAR EXPANDER p. 124
More conjunctions and transitions

LESSON 2 Give someone positive feedback

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss to look at the photo and read the question above it.
- Have Ss read the texts silently.
- To check comprehension, ask:
  How does Jared define positive and negative feedback? (Positive feedback is praise and recognition for a good job. Negative feedback is letting someone know where their performance has fallen short.)
  What kind of feedback does he think employees need? (both)
  Does Helmut agree or disagree with Jared? (agree)
  Which kind of feedback does Helmut say is more important? Why? (Positive feedback is more important because negative feedback is not helpful without it.)

OPTION Play the audio. Have Ss read and listen to the text so that they notice the emphasis used with the featured grammar.

LANGUAGE NOTES

- The phrase *fall short* means to not reach an expected standard or amount.
- If something is *indisputable*, it is impossible to question or deny it.
- To *offset* something is to balance or diminish its effect.

EXTENSION (+5 minutes) Ask Ss if they agree or disagree with Jared and Helmut about the importance of positive and negative feedback, and why or why not.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the target question.
- In pairs, have Ss take turns answering the question. Encourage them to give specific examples from the texts in Exercise A as well as from their own personal experience to support their opinion.
- Invite volunteers to share their views.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Tell Ss they will learn about three different types of adverb clauses of condition.
- Draw this chart on the board without the text:

1.	*even if* *whether or not*	*No matter what the condition, there is no way to affect or change it.*
2.	*only if*	*A certain condition is necessary for something to happen.*
3.	*unless* *otherwise*	*There's a consequence of the action or inaction (if not).*

- Read the first rule in the grammar box.
- Have a volunteer read the examples and the paraphrases in parentheses. Point out how the clause can appear at the beginning or the end of the sentence.
- Then fill in the first row of the chart on the board.
- Read the second rule. Have a volunteer read the examples. Elicit the independent clause in each. (Laura will be happy at her job . . .; . . . will she be happy at her job)
- Point out how the word order in the independent clause changes when *only if* appears at the beginning of the sentence.
- Then fill in the second row of the chart on the board.
- Draw Ss' attention to the **Remember** note. Read the rule and example to help Ss differentiate clauses beginning with *if only* from those with *only if*.
- Read the last rule. Have a volunteer read the examples. Make sure Ss understand that *Unless I put* has the same meaning as *If I don't put* in the first example, and *unless he apologized* has the same meaning as *if he didn't apologize* in the second.
- Read the **Note** aloud. Have a volunteer read the examples.
- To check comprehension, ask: *What happens if I don't put things in my calendar?* (I'll forget all about them.) *What happens if I don't set my alarm for 7:00 A.M. on weekdays?* (I'm late for class.)
- Fill in the final row of the chart.
- Leave the chart on the board for Ss to refer to while completing Exercises D and E on page 39.

GRAMMAR EXPANDER (optional, page T124)

D UNDERSTAND THE GRAMMAR

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Have a volunteer read the sentence. Ask, *What is my sister's shortcoming?* (She leaves things until the last minute.) *What is the only way for her to stop doing this?* (if she takes a workshop about procrastination) *What will happen if she doesn't take the workshop?* (She won't stop leaving things until the last minute.) Elicit the answer. Have a volunteer explain why choice b is not correct. (because *whether or not* means there is no way to affect change)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, read the item aloud and call on Ss to read the correct choice.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Monitor. If Ss need support, ask them these guiding questions for each item:
  1. *Which choice indicates no matter what the condition?*
  2. *Which choice is used in a sentence with the consequence of an action or inaction?*
  3. *Which choice indicates that a certain condition is necessary for something to happen?*
  4. *Which choice indicates no matter what the condition?*
  5. *Which choice is used in a sentence with the consequence of an action or inaction?*
  6. *Which choice indicates that a certain condition is necessary for something to happen?*
- To go over the answers, call on Ss to read the complete sentence aloud.

PRONUNCIATION LESSON (optional, page T137)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the first tip and the benefit sample answer.
- Ask Ss if they agree with the benefit. Elicit additional ones of this tip. Remind Ss there is more than one possible benefit for each tip.
- In pairs, have Ss take turns reading the tips aloud and then brainstorm at least one benefit of each.
- Monitor. Assist with vocabulary and spelling as needed. Remind Ss to write at least one more tip and its benefit.
- To go over answers, read the tips and elicit benefits. Invite volunteers to share other tips and benefits. Encourage Ss to add any new ideas to their list.

OPTION (+5 minutes) Elicit which kind of positive feedback Ss think would be the most beneficial for them as employees. Have volunteers explain their choices.

B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Read the directions. Draw Ss' attention to the **Other ideas** box. Say, *What has the employee done to receive positive feedback? He or she has recently. . . .* Ask a volunteer to read the ideas for the class.
- Read the example conversation starters. Elicit other ways an employer can begin statements of positive feedback. (For example: I really appreciate that you . . .; I've noticed that you have . . .)
- Review the ideas in the **Keep Talking!** box. Encourage Ss to follow these suggestions as they practice their new conversation. Play the video for extra support.
- Ask Ss to use adverb clauses of condition in their conversations when appropriate. (For example: Employer: Whether or not a new employee is on your team, you always help them out. Employee: Well, I think it's important to have professional mentors in the workspace. Otherwise, a new job can feel overwhelming.)
- Remind Ss to switch roles.
- Time permitting, invite volunteers to role-play their conversation for the class.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ following the tips to give positive feedback
✓ using adverb clauses of condition correctly

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write 2–3 sentences about the kind of feedback they prefer on their English language development. Ask them to include an example of positive or negative feedback in this context and use at least one adverb clause of condition. (For example: I like when people correct my pronunciation. Even if it is technically negative feedback, I find it motivating. Otherwise, I wouldn't know what to work on.) Collect and read Ss' sentences to identify areas for review and their preferences about feedback.

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

D UNDERSTAND THE GRAMMAR | **Choose the statement with the same meaning.**

1 Only if she takes a workshop about procrastination will my sister stop leaving things until the last minute.
(a) Unless my sister takes a workshop, she won't stop leaving things until the last minute.
b Whether or not my sister takes a workshop, she won't stop leaving things until the last minute.

2 People should try not to get angry when their boss gives them negative feedback. Otherwise, they might not be able to learn from it.
a No matter how angry people get when their boss gives them negative feedback, they won't be able to learn from it.
(b) Unless people try not to get angry when their boss gives them negative feedback, they won't be able to learn from it.

3 Even if I try not to be so controlling, my friends still say I am.
(a) My friends say I'm controlling, no matter what I do.
b My friends say I'm controlling unless I try not to be.

4 My husband finds it hard to remember appointments unless he puts an alarm on his phone.
(a) If he doesn't put an alarm on his phone, my husband finds it hard to remember appointments.
b If he doesn't put an alarm on his phone, he doesn't find it hard to remember appointments.

5 Whether or not you believe positive feedback is helpful, you should do your best to remember to give it.
(a) You should do your best to remember to give positive feedback, no matter what you believe.
b Only if you believe positive feedback is helpful should you do your best to remember to give it.

E GRAMMAR PRACTICE | **Circle the correct way to complete each statement.**

1 (Whether or not / Unless) Steve is controlling, his colleagues still enjoy working with him.
2 (Only if / Unless) you start being more considerate of your co-workers, I won't recommend you for a promotion.
3 Ashley gets freaked out at presentations (only if / if only) she's not prepared to answer questions.
4 Gary's friends play soccer with him (even if / unless) he's the worst player of the group.
5 (If only / Unless) she gets completely over-sensitive, Marie usually takes constructive criticism well.
6 (Only if / Even if) he puts something off to the last minute does Ethan miss a deadline.

PRONUNCIATION LESSON p. 137
Shifting emphatic stress

COMMUNICATION ACTIVATOR

Now let's give someone positive feedback.

A TALKING POINTS | **With a partner, read the tips and discuss and write a benefit statement for each one. Add one or more of your own ideas.**

Tips for giving positive feedback *Possible answers:*

1 Be specific: Tell the employee how he or she is doing a good job.
Benefit: *It's motivating when your good work is praised.*

2 Don't wait too long: Praise the employee soon after a job well done.
Benefit: *Otherwise, the direct link between the work and the praise will be lost.*

3 Tell him or her that others have noticed the good work, too.
Benefit: *People are more likely to strive to do well when they know that their efforts are noticed.*

4 Explain how the employee's work has contributed to the success of the project or the team.
Benefit: *Feeling like they are important to a group or team motivates people to do good work.*

5 Express an interest in seeing the employee continue to grow professionally.
Benefit: *The employee will know that he or she is valued and that the company is a place where the person's career can flourish.*

6 Discuss possible next steps.
Benefit: *It will focus the employee on continuing to do good work.*

7 Other: _____

B ROLE PLAY | **Create a conversation in which an employer gives an employee positive feedback. Then change roles and role-play the conversation again. Use the tips from Talking Points and your own words and ideas.**

What I love is how you . . .

It's so great that you . . .

Other ideas
He or she has recently . . .
- worked more hours than required
- contributed positively to meetings
- finished a difficult assignment
- helped a colleague or co-worker
- taken on additional or new responsibilities
- improved the quality of his or her work

KEEP TALKING! ●●●

Employer:
- Invite the employee to talk.
- Praise his or her job performance.
- Be specific about what the employee has done.
- Explain the positive effects this has on the whole team.
- Suggest how the employee might be rewarded for such good work.

Employee:
- Listen actively.
- Express gratitude that your employer acknowledges your good work.
- Ask questions about your future steps.

Watch the video for ideas!

3 COMMUNICATION GOAL Explain how you handle anger

A VOCABULARY | Expressing and handling anger | Read and listen. Then listen again and repeat.

Expressing anger



lose one's temper
blow one's top
flip out
lose it
go bananas
go ballistic
= get really angry

Handling anger



hold it in / keep it inside: avoid expressing your feelings or saying what's on your mind



let it go / shrug it off: not let yourself be bothered by something



vent: talk with someone in order to express your anger about something or someone



let off steam: get rid of your anger in a way that doesn't harm anyone; for example, by doing something active

B PERSONALIZE THE VOCABULARY | Use the Vocabulary to describe a time when you controlled your anger or lost control of it. What do you usually do to let off steam? Is there someone in particular whom you can vent to when you're angry?

C LISTEN FOR MAIN IDEA | Listen to the interviews. On a separate sheet of paper, write a summary in one or two sentences about the purpose of the interview. *Possible answer: The purpose of the interview is to demonstrate how people from different cultures express anger. It demonstrates how in Chinese culture people are less inclined to lose their cool publicly, while in Argentina people don't usually hold things in.*

LESSON 3 Explain how you handle anger

A VOCABULARY

Suggested time: 5 minutes | Your time:

- To introduce the topic, ask, *What makes you angry?* Elicit a few answers from the class.
- Elicit the phrases in Exercise B on page 34 that also mean to get really angry. (fly off the handle, lose one's cool)
- Ask Ss if they know other phrases for expressing anger in English. (For example: go nuts, go mad, go off the deep end)
- Have Ss read and listen to the phrases. Then have them listen and repeat.
- Have different volunteers read the example statement for each picture. After each, say the related expressions and their meanings.
- Clarify the meaning of any expression with additional examples.
- Point out that the expressions *hold it in*, *keep it inside*, *let it go*, and *shrug it off* always use the singular *it*, even when referring to something plural. For example: *He said some pretty insulting things to me, but I decided to let it go.*
- Point out that except for *lose one's temper*, the other phrases for expressing anger are very informal.

OPTION (+5 minutes) Ask, *Which of these ways do you use to handle anger?* Elicit answers.

OPTION (+3 minutes) Make these expressions easier to remember by eliciting or explaining their visual aspect: *blow one's top* is like a pressure cooker exploding; *go ballistic* is to explode like a projectile or a bullet; *shrug it off* is like shrugging your shoulders to say you don't care / mind; *vent* is like hot steam going through a vent; *let off steam* is like letting the steam out of a pressure cooker so that it doesn't explode.

B PERSONALIZE THE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions and target questions. Give Ss time to think about their answers.
- Form pairs. Have Ss take turns sharing their experiences and answering the questions.
- Monitor as Ss discuss. Listen for the correct use of the vocabulary.
- Ask for volunteers to share any interesting ways that their partners let off steam.
- Elicit additional ways of handling anger. (For example: journaling, meditating, doing art)

EXTENSION (+5 minutes) Have Ss assess the situation they described in pairs and tell their partner if they would do anything differently now. For example: *Before, I lost my temper with my sister, but now I would try to let off steam by going running before talking to her.*

C LISTEN FOR MAIN IDEA

Suggested time: 10 minutes | Your time:

- Play the audio. Suggest Ss take notes as they listen.
- Have Ss use their notes to summarize the purpose of the interview. Then have them compare answers with a partner.
- Elicit a few summaries from the class.

LANGUAGE NOTES

- Saying something *is the exception, not the rule* means that it is not common or usual.
- *Have a total fit* about something is to get really angry or feel shocked.
- *Road rage* refers to angry or violent behavior by a driver toward another driver.

EXTENSION (+5 minutes) To check comprehension, ask Ss to explain to a partner how the interviewees' cultural backgrounds shaped their experiences with expressing anger. (For example: Unlike Celina, Joseph wouldn't argue with his boss in front of other people because in Taiwan people are usually taught not to express anger in public.) Elicit ideas and specific examples from the class.

EXTENSION (+15 minutes) Play the interview again. Tell Ss to listen for how the speakers make it clear they are speaking for themselves, rather than on behalf of a whole country or culture. Ask Ss to write down any expressions they hear that help speakers avoid making generalizations or stereotyping. (For example: it depends on the situation and the person; But in general . . .; this is probably relative, but . . .; it's hard to generalize; in my personal experience . . .; these are my personal observations; what I'm about to tell you may not be representative of a particular culture at all. But . . .; generally speaking, I think . . .; Speaking for myself; I may be overgeneralizing a bit, but . . .; Most people . . .; But that's just me.) Elicit the expressions from the class. Write them on the board. Suggest that Ss use this kind of language when discussing cultural differences.

D LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss preview the items and answer choices.
- Play the audio. Have Ss complete the exercise individually.
- Have Ss compare answers with a partner. Encourage them to use the prompts to share each answer. For example: *If he were angry with his boss, Joseph would . . .*
- To go over answers, read the items aloud and elicit an answer for each person.

OPTION Have Ss read through the situations and choose what each person would do based on what they remember from the interview. Then play the audio and tell Ss to check their answers.

OPTION (+5 minutes) Ask, *What did you learn about the way people in Taiwan tend to express anger?* (Possible answers: don't express anger publicly; not likely to express anger at an authority figure; for the most part people tend to let things go; outbursts of anger not likely; road rage, however, might set someone off) *What did you learn about the way people in Argentina tend to express anger?* (Possible answers: express anger publicly, don't hold things in, will challenge an authority figure or argue with a friend or stranger)

EXTENSION (+5 minutes) In pairs, have Ss share if they tend to express anger more like Joseph or Celina in each situation.

Communication Activator

A TALKING POINTS

Suggested time: 15 minutes | Your time:

- Have a volunteer read the situations.
- Do item 1 as a class. Ask Ss, *How would you handle your anger?* Make sure they use *would* + base form of the verb in their answers. (For example: I would probably hold it in.)
- Point out that Ss can also respond *I wouldn't mind* to any of these situations.
- Have Ss complete the exercise individually. Encourage them to add to the list one other situation from their daily lives that makes them angry.
- Form pairs. Have Ss take turns sharing and explaining their reactions to each situation.
- Remind Ss they can use adverb clauses of condition to explain their answer. For example*: If someone tells me off in front of other people, I might be able to shrug it off in the moment, but I would eventually need to vent about it. Otherwise, I'd keep my anger inside and eventually go bananas.*
- Bring the class together. Read each situation. Ask volunteers to share how they would respond, and why.
- Ask, *Which situation would make you the angriest? Which would bother you the least? Why?* Elicit answers from the class.

LANGUAGE NOTE Item 2: If you tell someone something *in confidence*, you tell them something secret or private and trust them not to tell anyone.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions.
- Point out the **Recycle This Language** box. Encourage Ss to use the phrases as they discuss.
- In pairs or small groups, have Ss take turns answering the question and explaining their behavior. Suggest Ss provide examples from their personal experiences.
- Ask volunteers to share their answers with the class.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are incorporating vocabulary for expressing and handling anger.

EXTENSION (+5 minutes) Ask the class, *Are there times when you don't express your anger?* Have Ss respond with specific examples of situations in which they don't express anger and explain why. Invite other Ss to respond. For example: *I couldn't hold it in if someone insulted me like that. I would go ballistic!*

EXTENSION (+5 minutes) Write on the board: *People who get angry often are generally less happy than people who seldom get angry*. Ask Ss if they agree or disagree. Tell them to provide reasons to support their opinion.

CLOSURE ACTIVITY (+5 minutes) In pairs, have Ss discuss how people from their home culture would generally react in the three situations in Exercise D. Ask them to share any personal experiences that demonstrate their observations. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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

D LISTEN TO INFER | Listen again and infer what each person would do, based on what the people say in their interviews.





	Joseph would . . .	Celina would . . .
1 **If he or she were angry with his or her boss, . . .**	☐ make an issue of it. ☐ say what's on his mind. ☑ hold his feelings in.	☐ let off steam. ☑ say what's on her mind. ☐ hold her feelings in.
2 **If he or she were angry with a friend or colleague, . . .**	☐ tell that person off. ☑ probably just shrug it off. ☐ probably lose his temper.	☐ go out to let off steam. ☐ probably just shrug it off. ☑ probably not hold it in.
3 **If he or she were angry with a complete stranger, . . .**	☑ probably keep it inside. ☐ probably lose his temper. ☐ vent about it to someone.	☐ probably let it go. ☑ tell that person off. ☐ keep it inside.

COMMUNICATION ACTIVATOR

Now let's explain how we handle anger.

A TALKING POINTS | Think about and write how you would handle your anger in each of these situations. Then compare and discuss your responses with a partner, using the Vocabulary and other ideas.



Situation	How would you handle your anger?
1 A friend arrives really late to meet you for a movie.	
2 You tell a friend something in confidence, and he or she doesn't keep it a secret.	
3 A classmate or colleague says bad things about you to people you know.	
4 Someone tells you off in front of a group of other people.	
5 Someone borrows something from you and doesn't return it.	
6 Your next-door neighbor always plays very loud music and has noisy late-night parties.	
7 Another driver cuts you off while you are driving.	
8 Other:	



B DISCUSSION | Do you act the same way when you get angry with someone you know as you would with a stranger? Explain. (Option: Use the Unit 4 Soft Skills Booster, p. 157.)

RECYCLE THIS LANGUAGE

set someone off
make a big issue of [something]
tell someone off
lose one's cool
calm down

take a deep breath
hang up on [someone]
fly off the handle
say what's on one's mind

Even if . . .
Whether or not . . .
Only if . . .

Unless . . .
Otherwise, . . .
What really bothers me is . . .

FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

4 COMMUNICATION GOAL

Explore your relationships with friends

When a shared-identity friendship gradually fades away because one person has changed jobs or moved, the breakup is usually not painful.

A READING | Read an interview with a social psychologist about certain aspects of friendship. When is the breakup of a friendship not painful?

Getting Along with Others

Editor Lydia Campo interviewed social psychologist Emory Dunhill about friendships and the pleasure—and sometimes the pain—that go hand in hand with them.

CAMPO: What would you say are some of the types of friends we have, and what connects us?

DUNHILL: What most frequently connects friends are similar interests and beliefs, mutual trust, and shared identity. Let's take them in order.

First, having similar interests and beliefs is what makes many friendships so close. Similar-interest-and-belief friends often feel like they're "on the same page" or "like two peas in a pod." I often hear friends say, "I start a sentence, and she finishes it."



Emory Dunhill

Next, there's mutual trust. Whether or not a friendship becomes a close one is usually based largely on loyalty. Mutual-trust friends are often partnerships of some sort, either professional or academic, or even the partnership that develops between people on a sports team.

Now let's examine shared identity. Shared-identity friendships are based on circumstances, rather than deep emotional connections: We may work in the same office, or perhaps we're all foreign students in the same country. Such friendships often only last as long as the shared identity lasts but can be quite close and sometimes less complicated than other kinds of more permanent relationships.

CAMPO: You made reference to the breakup of friendships. Obviously, many friendships don't last a lifetime. What can you tell us about that, Dr. Dunhill?

DUNHILL: So, while the breakup of a close friendship can cause lots of pain, not all breakups do. Friendships that develop as a result of the two friends' working in the same office may only serve a temporary need, and when one friend changes jobs, that natural relationship no longer exists. The friends now have less in common and just grow apart without causing mutual pain.

There are situations that can lead to the breakup of a friendship, however—and many of us have experienced them—that touch a deep psychological nerve in us. Here are two particularly difficult challenges friends often face:

One friend may be much needier than the other, wanting more attention than the other cares to give. Dealing with another person's neediness can be annoying and guilt-provoking. The situation often goes south, and in a worst-case scenario, the less needy friend might even "ghost" the other, simply disappearing from the other's life—not returning calls or texts and even unfriending the person on social media.

Another kind of challenge develops when one friend feels envious of the other friend's happiness or success—a marriage, a promotion, sudden wealth, or the like. The envious friend may feel guilty for not wholeheartedly celebrating it. The "successful" friend often senses his or her friend's resentment and is hurt. Some friendships simply can't survive such a challenge.

CAMPO: Well, you've given us much food for thought. We look forward to picking up this conversation in the future.



B IDENTIFY MAIN IDEA | Which of the following statements expresses a conclusion we can draw from the interview?

- ☐ **1** Problems between friends are too difficult to resolve.
- ☑ **2** We have a variety of types of friendships and they can lead to both pleasure and pain.
- ☐ **3** In any friendship between two people, one is needier and more envious than the other.

C SUMMARIZE | Find the paragraphs about the effects of neediness and envy on friendships. Summarize what Dr. Dunhill says about these two challenges.

See page T42 for possible answers.

LESSON 4 Explore your relationships with friends

A READING

Suggested time: 15 minutes | Your time:

- Read the directions and the target question. Elicit what social psychologists do. (They study social interactions and their effects on individual and group behavior.)
- Read the title and introduction of the interview. Ask, *What does it mean when two things* go hand in hand? (They are closely connected.)
- Have Ss read the text silently. Suggest they underline and look up any words they are unfamiliar with.
- In pairs, have Ss answer the target question. Ask them to explain their answer with details from the text.
- Bring the class together. Ask Ss when the breakup of a friendship is not painful, and why.

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

LANGUAGE NOTES

- If people are *on the same page*, they have similar opinions, feelings, or goals.
- If people are *like two peas in a pod*, they look, behave, or think exactly the same.
- If people *grow apart*, their relationship gradually becomes less close.
- When something *touches a nerve*, it makes the person upset or angry.
- The expression *go south* is an informal way to say that a situation that was good has become very bad.
- The expression *or the like* means "or something similar."
- *Food for thought* is something that makes you think carefully.
- *Pick up a conversation* is to start it again from where you left off.

EXTENSION (+5 minutes) Elicit what it means to *ghost someone*. Ask Ss if they have ever ghosted someone or been ghosted, and why. Have them share their experiences in pairs.

B IDENTIFY MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the answer choices for the class.
- Elicit the answer. Call on Ss to explain why the other two answer choices are incorrect. (Possible answers: 1. Dr. Dunhill says some challenges are too hard to resolve, but not all of them. 3. He says neediness and envy are possibilities in friendships, not certainties.)

EXTENSION (+5 minutes) In pairs, have Ss list other conclusions / information that can be drawn from the text. (For example: Some breakups of friendships can be painful, but not all are; Three things often connect friends: similar interests and beliefs, mutual trust, and shared identity; Close friends usually have similar interests and beliefs.) Call on Ss to share their conclusions with the class.

C SUMMARIZE

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit which paragraphs Ss should summarize. (the last two in Dunhill's second answer)
- Tell Ss to summarize each paragraph in 1–2 sentences. Remind them to include only the main ideas and leave out unnecessary details.
- Have Ss work individually and then compare their summaries in pairs.
- Ask volunteers to share their summaries with the class.

OPTION (+5 minutes) In pairs, have Ss share if they have ever experienced these challenges, and if the friendship survived. Invite volunteers to share their experiences with the class.

EXTENSION (+10 minutes) Ask Ss to summarize the main ideas of the interview. Have Ss compare their summaries with a partner. Then ask volunteers to share their summaries with the class.

Possible answers for Exercise C

Neediness: If one friend is needier than the other, it can lead to guilt and annoyance. The less needy friend may disappear from the needy friend's life.
Envy: When one friend envies another, the successful friend may sense the envy and be hurt. It may end the friendship.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Say, *Read about three challenging situations people are having with friends.*
- Do the first item as a class. Have a volunteer read the situation. Read the responses and ask Ss which they agree with. Then ask, *What would you do if you felt like Jill?* Elicit a few answers from the class. (For example: If I felt like Jill, I would make an effort to call and congratulate Kate. Even if I'm jealous, she is still my friend.)
- Encourage Ss to use cleft sentences and adverb clauses of condition in their statements. Remind them to use the vocabulary for expressing and handling anger in Exercise A on page 40 when appropriate.
- Have Ss complete the exercise individually. Monitor and assist as needed.
- Bring the class together. Have volunteers read the two other situations. After each, read the responses and ask Ss to raise their hand for the response they chose.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Have two volunteers read the example discussion for the class.
- In pairs, have Ss discuss the situations and compare the responses they chose. If they are different, tell Ss to justify their choice. Then have partners share what they would do in that situation, and why.
- As Ss discuss, monitor and assist as needed. Encourage Ss to talk about when they have been in similar situations and what they did.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the three types of friendships described in Exercise A on page 42. (those based on similar interests and beliefs, mutual trust, or shared identity)
- Give Ss a minute to write down the name of one friend for each type of friendship.
- In pairs, have Ss generally characterize their friendships. Then have them specifically describe the relationship with each of the three friends whose names they wrote down.
- Suggest Ss share details about how they met and how the relationship developed into that particular kind of friendship. For example, if they have a friendship based on similar interests and beliefs, what are the similar interests and shared beliefs?
- Remind Ss to also point out any shortcomings that they or their friends have that create challenging situations in their relationships.
- Point out the **Recycle This Language** box. Encourage Ss to use the sentences and phrases as they discuss.

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

✓ providing details to support their suggestions and opinions

✓ categorizing their friendships according to the types described by Dr. Dunhill

✓ using vocabulary for shortcomings appropriately

WRITING HANDBOOK (optional, page T147)

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on blank sheets of paper. Tell them to write 4–5 sentences describing an unresolved challenging situation they are having with someone. If Ss don't have one, they can make one up. Suggest Ss use the situation cards in Talking Points as models. When Ss finish writing, have them exchange papers with a partner. Tell them to read their partner's situation and write some advice below it. Ask them to write their names below the advice. Collect Ss' papers and read them to identify areas for review.

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

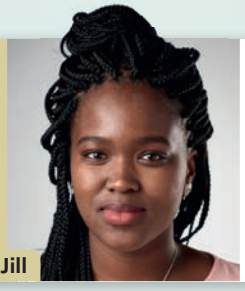
PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

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

Now let's explore your relationships with friends.

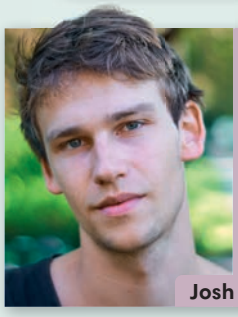
A **TALKING POINTS | Read each statement. Then check the responses you agree with and complete the statements about yourself.**

"My friend Kate just got an all-expenses-paid scholarship to medical school in Europe. Being a doctor is her life-long dream. I'm happy for her, but I find myself feeling a little jealous, and I'm feeling less friendly towards her these days. I don't call her up on the phone much. I can tell her feelings are hurt."



Jill

☐ I sympathize with Jill. Her envy is natural and understandable.
☐ I can't imagine feeling the way Jill does.
If I felt like Jill, I _____



Josh

"My friend Paul desperately wants to get married to his girlfriend, Nancy, but she says she isn't ready and doesn't know if she ever will be. We're all close friends, so Paul wants me to talk to Nancy and convince her to marry him. What bothers me is that it's just not appropriate for me to try to talk Nancy into marrying Paul. Paul's annoyed because he thinks I should help, no questions asked. I think he's really too controlling."

☐ I agree with Josh. He shouldn't get involved in such a personal matter.
☐ I think Josh should try to talk Nancy into marrying Paul, even if he thinks it's inappropriate.
If I were Josh, I _____

"I've been friends with Dina since primary school. But now that she's starting a new job and I'm in nursing school, I find we don't have so much in common anymore. I think we're just growing apart. But she calls me all the time and asks me to go shopping with her or to talk about her work. My hours at school are so long that I just don't have much time to spend with her. She takes it personally and keeps calling me, asking me if something's wrong. I feel myself getting annoyed and angry with her. This has affected our friendship. She's hurt, I know."



Naomi

☐ I think it's unfair for Naomi to be annoyed with Dina.
☐ I sympathize with Naomi's annoyance at Dina's neediness.
If I were Naomi, I _____

B **PAIR WORK | Compare your opinions and responses in Talking Points. Be specific, provide details, and say as much as you can.**

Naomi should just explain to Dina that she has less time now and ask her not to take it personally. If Dina sees that Naomi still cares about her, she won't act so needy, and Naomi won't feel annoyed. Then their friendship won't be damaged.

Wow. I just can't stand dealing with needy people, and it's just too hard to explain to them that you're moving on in your life. It's mean, but personally I think ghosting might be an easy solution.

C **DISCUSSION | How would you describe your friendships in general? Choose three of your friends—one from each of the friendship types Dr. Dunhill describes in the interview—and describe those relationships to your classmates. Do you or your friends have any shortcomings that make the relationships difficult?**

RECYCLE THIS LANGUAGE
We're like two peas in a pod.
We finish each other's sentences.
We're always on the same page.
He's such a [perfectionist / procrastinator / hothead].
She's so [over-sensitive / negative / judgmental / controlling / disorganized].

WRITING HANDBOOK p. 147
- **Skill:** Transitional topic sentences
- **Task:** An essay about a solution to a common shortcoming

PROGRESS SELF-CHECK NOW I CAN

☐ Introduce and respond to criticism.
☐ Give someone positive feedback.
☐ Explain how I handle anger.
☐ Explore my relationships with friends.

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

Soft Skills Workshop 2

An Interview

Outcome

You will script and present a face-to-face interview with a famous person or a fictional character.

1 TEAMWORK Choose an interviewee.

Divide the class into teams. With your teammates, debate which interviewee would be the most interesting to interview, and provide reasons.

Assign one person to be team secretary. The secretary will take notes during the team's discussions.

After listening to all teammates' points of view, vote to choose one interviewee.

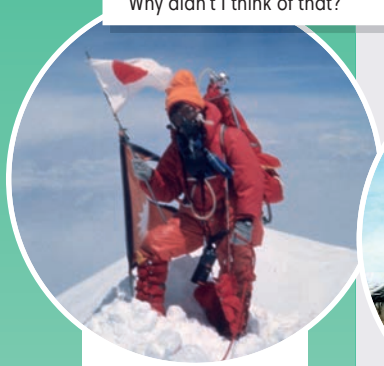
Divide your team into pairs. Using the Internet or other resources, find information about the interviewee and take notes.

Share what you learned with the whole team. The team secretary takes notes for the team.

Tips for TEAMWORK

Be polite when you disagree.
I see your point, but ___ .
That's true, but ___ .
No offense, but ___ .

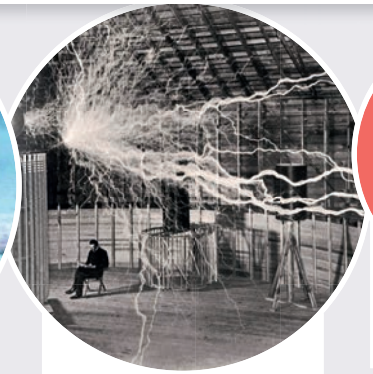
Show enthusiasm when the team reaches agreement.
What a great idea!
Why didn't I think of that?



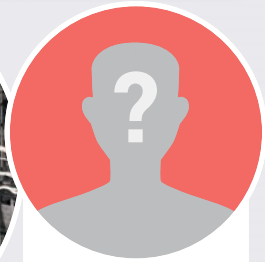
Junko Tabei
mountaineer, author, environmentalist



King Kong
fictional monster



Nikola Tesla
physicist, inventor, engineer



Another famous person or character you're familiar with.

2 COLLABORATION With your team, write the script of the interview.

Organize the secretary's notes from Activity 1 into topics (e.g., [1] early life; [2] education; [3] achievements and awards; [4] challenges, etc.).

Assign each topic to a pair of teammates. Each pair researches that topic and brainstorms interview questions and the interviewee's fictional responses.

Meet with the whole team to read the questions and answers for each topic aloud. Provide feedback and suggestions to revise and improve the material. Shorten, lengthen, reorder, or cut the material as necessary.

Finally, combine the questions and answers for each topic into a final script for the entire interview. Review it again to be sure your team is confident that it will be interesting.

Tips for COLLABORATION

Show respect when dividing tasks.
How would you feel about ___ ?
Would you be willing to ___ ?

Encourage others to participate in finding solutions.
Do you think it might be better to ___ ?
Suppose we didn't ___ . Would that be OK?

Soft Skills Workshop 2: An Interview

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

1 TEAMWORK

Suggested time: 20 minutes | Your time:

- Read the workshop title and the **Outcome** note. Ask Ss, *Have you ever interviewed someone or been interviewed before? What was the experience like?*
- Read the directions. Have Ss look at the images and read the captions. Elicit what else Ss know about Junko Tabei, King Kong, and Nikola Tesla. Remind Ss they can also choose someone else to interview.
- Read the ideas in the **Tips for Teamwork** box. Ask for volunteers to read the expressions in the box modeling a polite tone of voice and enthusiasm.
- Give Ss a minute to think about who they would like to interview and why.
- Form teams of four or six. Have each team choose a secretary.
- Agree with the class how long the interview should take (for example, 5 minutes).
- Monitor and assist as needed. Remind Ss to take notes not only on the key facts about each person or character but also on the details that are most interesting to them. If necessary, clarify that this initial research is for Ss to explore potential topics for the interview. They will research the interviewee more thoroughly in the Collaboration stage.

OPTION (+5 minutes) Write the example topics from Collaboration on the board before Ss research to help guide their inquiry. Remind Ss to cover only the topics that are relevant and add other interesting topics as necessary.

TEACHING TIP Write on the board time limits for each task. (For example: 5 minutes to choose an interviewee, 10 minutes to research and take notes in pairs, 5 minutes to share research notes with the team) Keep time as Ss work.

2 COLLABORATION

Suggested time: 30 minutes | Your time:

- Read the directions and the ideas in the **Tips for Collaboration** box. Fill in the blanks to provide a few examples, such as *How would you feel about writing the interview questions about his early life? Do you think it might be better to cut the material about her book?*
- Have Ss go over the secretary's notes as a team, organize the information into main ideas or topics, and decide on those to be covered in the interview. Then tell Ss to divide up the selected topics among pairs.
- Bring the class back together. Elicit what makes effective interview questions and answers. (For example: Effective interview questions are relevant to the topic, open-ended to allow for a variety of responses, and clear so there is no confusion about what is being asked. The answers should address the specific question and be concise to keep within the time limit.) Ask Ss to keep these criteria in mind as they work in pairs and provide each other feedback as a team.
- Remind Ss they are writing fictional responses, which might be based on factual information but also on how they think the person or character would respond.
- Have the pairs research their topics further and brainstorm questions and answers. Monitor and assist as needed.
- Back in their teams, have pairs take turns reading their questions and answers. Then have the team members work together to select, combine, and revise the material into an interview script. Suggest Ss add a brief introduction about the interviewee at the beginning of the script.
- Once the secretary has written the final script, remind teams to do a final read-through to check for accuracy and make sure it is interesting.

TEACHING TIP Encourage Ss to use language from previous units in their interviews if appropriate. For example, they can use the words related to bravery and heroism (Unit 3, Lesson 3, Exercise A, page 30) to talk about the interviewee's achievements; or the vocabulary for shortcomings (Unit 4, Preview, Exercise G, page 35) to talk about some of the interviewee's challenges. They can also use *so* and *such* (Unit 3, Lesson 1, Grammar, page 27) to intensify adjectives and adverbs that describe the interviewee's experience, and clauses with *no matter* (Unit 3, Lesson 2, Grammar, page 28) to express frustration about obstacles they had to overcome.

3 PRESENTATION

Suggested time: 40 minutes | Your time:

- Read the directions. Remind Ss of the time limit for their interview. Suggest they keep time while rehearsing.
- Direct Ss' attention to the image. Ask volunteers to describe what they notice about the people's appearance and body language. (professional attire, eye contact, good posture, hands together in lap, feet crossed) Remind Ss to keep their interviews professional: not too casual but not too formal either.
- Read the suggestions in the **Tips for Presentation** box. Remind Ss that even though they should face their partner in the interview, it is important to slightly turn their bodies toward the front so the audience can hear them.
- Direct Ss' attention to **Evaluate**. Read the directions. Give Ss a minute to read the statements silently.
- Elicit other ideas of effective body language to show interest and respect. (For example: keep eye contact, nod or tilt head, turn and lean slightly toward the other person)
- Ask Ss to get back in their teams. Have each pair choose roles and read through the script. Have Ss switch roles and read the script again. Then have teams choose the two team members that will present the interview.
- Challenge the presenters to cover the script after practicing the interview a few times. As the pair rehearses, remind the other team members to give them feedback based on the Evaluate checklist.
- Monitor as Ss rehearse. Assist with body language and pronunciation as needed.
- Distribute the copies of the **Evaluation Chart**. Make sure Ss have a chart to fill out for each group.
- Set up two chairs or desks facing each other in the front of the classroom. Call on teams to present their interview.
- Leave time after each presentation for Ss to complete the Evaluation Chart for the interview (for example, 2–3 minutes). Have the team that just presented complete an Evaluation Chart about their presentation as well.
- Bring the class together. Elicit feedback from the class about each team's interview. (For ideas on giving feedback, see Teaching Tip on "sandwich feedback" on page T22.)
- Collect Ss' Evaluation Charts after the final interview.

OPTION (+5 minutes) Suggest Ss make notecards to use during their rehearsal and presentation. Tell them to write a new question or answer on each card.

TEACHING TIPS

- In their evaluation, Ss should pay attention to both meaning and form of the interview. Encourage them to ask themselves questions as they evaluate, for example, *Was the interview engaging? Was it easy to follow? Was it delivered well? What did I like about it? How could it be improved?*
- To reinforce the language learned in previous units, refer Ss to Exercise A on page 36 as they evaluate each team. For example, encourage Ss to use cleft sentences when commenting on what surprised or impressed them most about the interviews. For example: *What I enjoyed most about the interview was the humor. It was the interviewee's ability to joke about his challenges that made the interview fun.*

EXTENSION (+10 minutes) Ask Ss which of the people or characters interviewed they want to learn more about, and why. Have them write a few more interview questions to ask this person or character and find the answers for homework.

Print out the **Evaluation Chart**.

3 PRESENTATION

With your teammates, rehearse your team's interview script and then present it to the class.

Rehearse: Take turns reading the script aloud in pairs. Then decide who will present the interview to the class.

Rehearse the interview several times to become thoroughly familiar with it, so it won't be necessary to look at the script continually. Focus on making your presentation natural and authentic. Ask your teammates for suggestions.

Present: Present your team's interview to the class. Maintain eye contact between the interviewer and the interviewee.

After all teams have presented their interviews, meet with your team again to review and evaluate all the interviews and provide feedback to the presenters.

Tips for PRESENTATION

Speak loudly enough so that everyone can hear you.

Pay attention to natural intonation, correct stress, and clear pronunciation.

If you are sitting, don't slouch in your chair. Maintain good posture so you convey interest and mutual respect.



EVALUATE

Improve your presentation skills.

Use the Key to evaluate each interview. Discuss strengths and weakness and make suggestions about how each interview might be improved.

KEY

Y = yes
U = usually
S = sometimes
N = no

- ☐ 1 The interview made me want to know more about the interviewee.
- ☐ 2 The presenters spoke loudly and clearly.
- ☐ 3 The presenters used natural stress and intonation.
- ☐ 4 The presenters maintained eye contact and respectful posture and body language.
- ☐ 5 The presenters weren't overly dependent on their written scripts.



UNIT 5

What's Funny?

PREVIEW

A JOKES | **Listen to two jokes. Do you find them funny? Can you explain why they make you laugh? Or if you don't find them funny, can you explain why not?**

B ZOOM-IN | **Read and listen to a conversation about an awkward situation. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Grace = American English (standard)
Rachel = French



Grace: Ken asked me whether I knew what happened yesterday at the office. Something about a big brouhaha at lunch. Do you know anything about it?

Rachel: You're kidding. You haven't heard?

Grace: No. I worked from home yesterday. "Take your kid to work" day's always a zoo. I was sure I wouldn't get a thing done. What happened?

Rachel: Well, you know Gloria in the art department? The one who's so prim and proper?

Grace: Right. She's got to be the most polite person I've ever met.

Rachel: Yup. So yesterday she brought her little boy to the office. Cody. And wait till you hear what he did.

Grace: So go on . . .

Rachel: Well, they had this big buffet lunch in the conference room for everyone. Pizza and salad. Good pizza, actually.

Grace: OK. And . . . ?

Rachel: So, Nigel Perkins—that bigshot who heads up the U.K. office—was at the lunch. Apparently, he loved the salad and he kept going back for more.

Grace: So, what's the big deal about that?

Rachel: Well, he was eating and talking and didn't realize he had gotten a ton of spinach stuck in his teeth. His front teeth. I mean like a whole garden. You know how that happens.

Grace: I sure do. I stay away from spinach salad unless I'm alone.

Rachel: Everyone was very polite and acted like they didn't notice. But at one point, he was asked to say a few words to everyone. . . . Gloria's kid, Cody, gets one look at Nigel and starts pointing and yelling: "Look at that man's teeth! He looks like a cow with grass in his teeth." And he starts pointing at Nigel's teeth and laughing. Gloria was mortified, but people couldn't help but laugh.

Grace: Oh, no! How embarrassing for Gloria! What about Nigel?

Rachel: Well, he was a good sport about it. He laughed along with everyone. I'm wondering if he took offense, though.

Grace: You know, Rach, it makes me wonder why we laugh at things like this. Maybe there's a spot of cruelty in us all.



C UNDERSTAND FROM CONTEXT | **Paraphrase the following statements that contain featured words and phrases from Zoom-In. Compare answers with a partner.** *Possible answers:*

1 "The one who's so prim and proper?" — *The one who pays too much attention to behaving correctly?*
2 "So go on." — *Please continue what you were saying.*
3 ". . . that bigshot who heads up the U.K. office . . ." — *that person from our company's office in the U.K. that everyone thinks is so important*
4 "So what's the big deal about that?" — *So what's wrong with that?*
5 "He was a good sport about it." — *He wasn't bothered or offended by it.*
6 "I'm wondering if he took offense, though." — *I'm wondering if he really was bothered or offended by it, though.*

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 DISCUSSION | **Discuss the questions.** *Possible answers:*

1 Why didn't anyone except Cody tell Nigel he had spinach stuck in his teeth? *1. They may have been embarrassed for him.*
2 Why do you think anyone would find what Cody did funny? *2. Sometimes children say things that adults are thinking but don't feel it's appropriate to say. When a child says those things aloud, it can be funny.*

Unit 5 What's Funny?

PREVIEW	Students listen to jokes, read a conversation about an awkward situation, and take a self-test about what's funny.	
LESSON 1 **Respond to humor**	***Vocabulary***	How to respond when someone tells a joke or funny story
	Grammar	Questions in indirect speech
LESSON 2 **Explore the potential benefits of laughter**	***Grammar***	Indirect speech: Statements: backshifts in tense and time expressions
LESSON 3 **Analyze what makes people laugh**	***Reading skills***	Understand main idea; Understand from context; Identify supporting details
LESSON 4 **Discuss when joking "crosses the line"**	***Vocabulary***	Common types of jokes
	Listening skills	Listen for details; Listen to paraphrase; Listen to summarize

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

Preview

A JOKES

Suggested time: 5 minutes | Your time:

- Play the audio. Then ask the class who finds the jokes funny and who does not. Ask volunteers to explain them. (Possible answers: 1. People don't usually ask and simply park where they should not. 2. His best friend talks non-stop, so he has no chance to speak.)
- Ask volunteers to explain why the jokes did or did not make them laugh. Remind them that people usually like some jokes more than others.

LANGUAGE NOTE In the first conversation, *Shoot* is used to tell someone to say what they want to say.

B ZOOM-IN

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What embarrassing situation did Gloria find herself in?* (Her son laughed at her colleague because he had spinach stuck in his teeth.) *Why isn't Rachel sure whether Nigel was offended or not?* (because he laughed about it like everyone else)

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers in pairs.
- Call on Ss to read their paraphrases aloud.

LANGUAGE AND CULTURE

- *Take Your Child to Work Day* is celebrated in the United States on the fourth Thursday of April. In this event, people take their children to work with them so that the children can understand what their parent's job is and learn about the workforce.
- Informally, a *zoo* is a place or situation that is crowded, noisy, and uncontrolled.
- If you *stay away from* something, you avoid it.
- *Get* (or *take*) *one look at* someone or something is to look at them briefly and do something quickly because of it.
- If you *can't help but* do something, you can't prevent yourself from doing it.
- Here, *a spot of* something means a small amount.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentences individually and then share them in pairs.
- Call on volunteers to read their sentences aloud.

E DISCUSSION

Suggested time: 10 minutes | Your time:

- Have Ss discuss the questions in pairs or small groups.
- Invite volunteers to share their answers with the class.

OPTION (+5 minutes) Ask, *Would you say something to Nigel like Cody did or stay quiet like everyone else? Why?* Have Ss discuss in pairs or as a class.

F TALKING POINTS

Suggested time: 15 minutes | Your time:

- Read the title of the self-test. Say, *These images show different things that people think are funny*.
- Review the images and captions one by one. If there is text, read the joke and ask Ss if they get it. Elicit the meaning of the joke. Possible answers:
  - autocorrect fails: The cell phone autocorrected the word *get* to *greet*. *Greet* means to say hello to someone. Because of this, the person joked if Sara wanted them to say hello to the tomatoes.
  - cartoons: Security, or "secret," questions are used to identify people when they have forgotten their password. They are usually set up by the user and ask about information that only the user should know. In this joke, the man would obviously not be able to answer the security question "What is your password?" since that is the exact problem that he is trying to solve.
  - a stand-up comedian telling jokes: The verb *fly* can mean to move with wings, like a bird, as well as to travel on an airplane. The comedian flew in from New York on a plane, but he jokes that he used his arms like wings to fly in and is tired because of it.
  - jokes that play on words: This joke plays on two meanings of the same word. *Armies* typically refers to large groups of soldiers organized to fight battles on land, but it can also be a childish way to refer to one's physical arms. While a general's "armies" doesn't usually refer to his actual arms, it does in this joke. Since we keep our arms in the sleeves of a shirt, the joke plays that the general keeps his "armies" in his "sleevies," adding the same suffix to the word *sleeves*.
- Ask volunteers to describe any funny animal video clips they have seen.
- Elicit the name of the slapstick program. Ask Ss if they know of Mr. Bean and what he does. (*Mr. Bean* is a British sitcom about a man who struggles to deal with everyday tasks. The actor does physical comedy, and the show has very little dialogue.)
- Ask Ss what's going on in the photo with the car in the sand. (A man is sitting in an old car that has sunk into the sand at a beach.)
- Do the first item as a class. Write on the board:
  1 = not funny at all
  2 = a little funny
  3 = very funny
  Ask, *How funny is this type of video clip to you?* Tell Ss to write their rating in the circle next to *funny online animal video clips*.
- Have Ss complete the exercise individually and then compare their ratings in pairs.
- Bring the class together. Elicit Ss' ratings for each image.
- Ask, *Do you and your partner have a similar sense of humor?*
- Call on Ss to share which images are the most and least funny to them.

CHALLENGE (+10 minutes) For homework, ask Ss to find an example of each type of humor in the test. In the next class, have Ss bring in their examples and take turns sharing them in small groups. Have Ss ask their classmates if they get the jokes. If they don't, ask Ss to explain them.

LANGUAGE AND CULTURE

- *LOL* is Internet slang that stands for "laugh out loud" or "laughing out loud." The exclamation is used to draw attention to a joke or amusing statement, or to express amusement as a verb. For example: *I literally LOL'd at the cat video*.
- *Slapstick* humor uses mostly physical actions, such as people hitting each other, falling over, or throwing pies, rather than verbal jokes.
- *Play on words* or *wordplay* is a humorous way of using a word or phrase, usually to suggest a different meaning.

START TALKING | GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the questions. Elicit the meaning of *cruelty*. (behavior or actions that deliberately cause pain to other people or makes them upset)
- Have a volunteer read the example answer. Ask Ss if they think either one of these situations is funny.
- In pairs or small groups, have Ss take turns sharing and explaining their opinions. Remind them to give examples from their personal experiences.
- Invite volunteers to share their answers with the class.

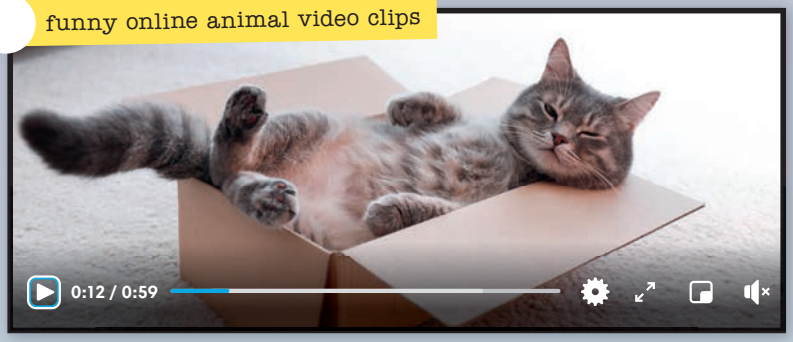
Lesson 1 **Respond to humor**
Lesson 2 **Explore the potential benefits of laughter**
Lesson 3 **Analyze what makes people laugh**
Lesson 4 **Discuss when joking "crosses the line"**

F TALKING POINTS | Take the humor self-test.

What's funny to you?

Rate each type of humor on a sliding scale from 1 to 3, with 3 being the funniest to you.

funny online animal video clips





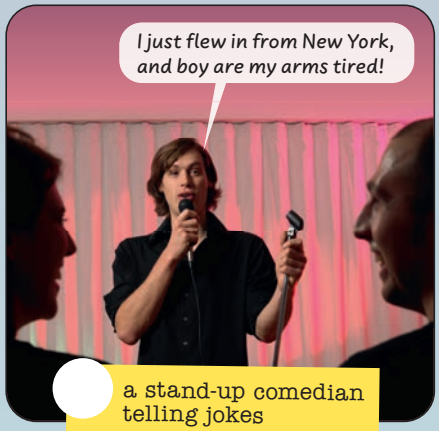
autocorrect fails



slapstick physical humor in movies and on TV



cartoons



a stand-up comedian telling jokes



photos of real people doing ridiculous or dumb things

Where does the General keep his armies?

In his sleevies.

jokes that "play on" words

START TALKING

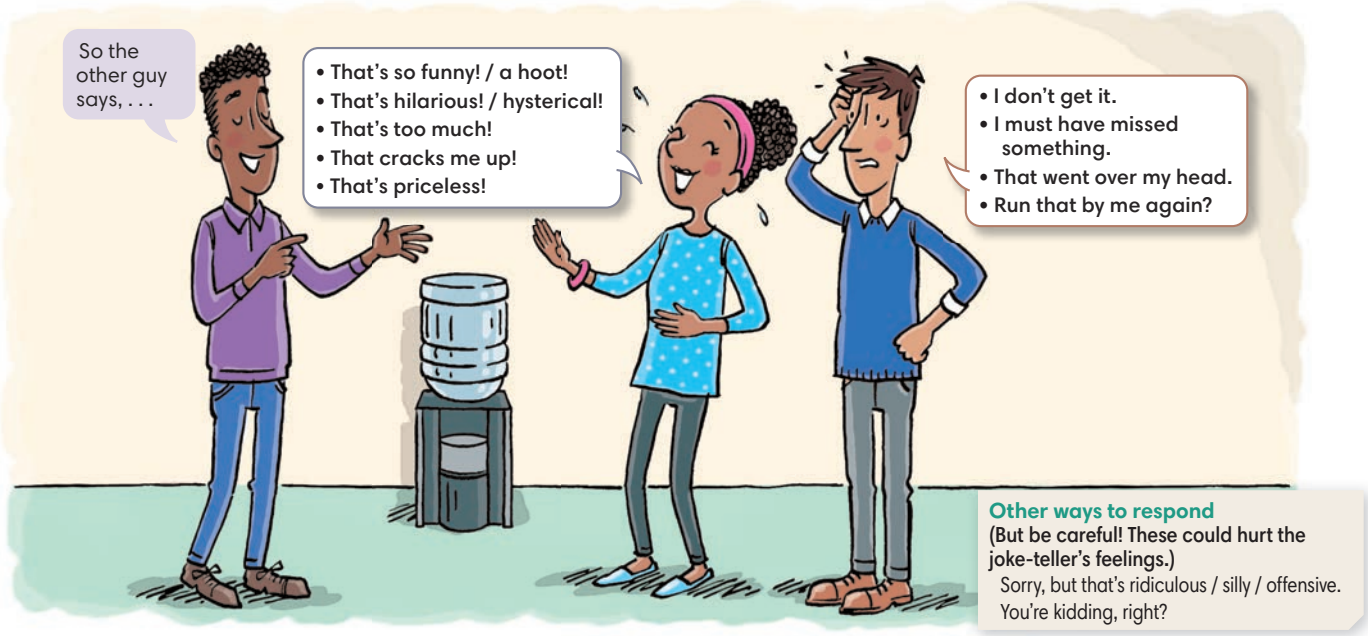
GROUP WORK Discuss the questions.

1 What, in your opinion, makes things funny?
2 Do you think there's a little bit of cruelty in some of the things that are funny to us? Explain, using examples of things you or people you know laugh at.

"I think we often laugh when people make some kind of mistake, like using the wrong word, or tripping on something."

1 COMMUNICATION GOAL Respond to humor

A VOCABULARY | How to respond when someone tells a joke or funny story | Read and listen. Then listen again and repeat.



B LISTEN TO ACTIVATE VOCABULARY | Listen to four conversations and complete the chart.

	Did the listener find the story or joke funny?		
	Yes	No	Listen again and write your own response to the story or joke. Say as much as you can.
1	☐	☑	*Responses in third column will vary.*
2	☐	☑	
3	☐	☑	
4	☑	☐	

C PAIR WORK | Compare your responses. Did you both get all the jokes and stories? Which was the funniest (or least funny) to each of you? Explain why.

D RELATE TO PERSONAL EXPERIENCE | Tell your partner about something funny you saw in a movie or on TV. Or tell him or her a joke or a funny story someone told you. Respond to your partner, using the Vocabulary.

E GRAMMAR | Questions in indirect speech

When reporting a question in indirect speech, begin yes / no questions with if, whether, or whether or not. They are interchangeable, and there is no difference in meaning. Remember: In indirect speech, if the reporting verb is in a past form, the verb in the indirect speech usually shifts back.*

Every morning, my kids ask, "Is it hot outside?" → Every morning they ask **if it's hot outside**.

She wants to know, "Do I have to bring a coat?" → She wants to know **whether she has to bring a coat**.

Marina asked, "Did you see the show at the Comedy Club?" → Marina asked **whether or not I had seen the show at the Comedy Club**. (Note the shift from see to had seen.)

Begin information questions with a question word.

Tate asked, "When did you learn to tell jokes in English?" → Tate asked **when I had learned to tell jokes in English**.

My friends always ask me, "How is anyone able to learn a language in such a short time?" → My friends always ask me **how anyone is able to learn a language in such a short time**.

Note: Indirect questions are a kind of embedded question. Don't use do, does, or did.

My friend asked **what movie I wanted to see**. NOT My friend asked what movie ~~did I want~~ to see.

* A complete review of backshifts in indirect speech is in Lesson 2.

LESSON 1 Respond to humor

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit how each person in the illustration feels. (Possible answers, from left: confident, amused, confused)
- Have Ss read and listen to the expressions. Then have them listen and repeat.
- Go over the note and expressions in the **Other ways to respond** box. Have Ss repeat.

LANGUAGE AND CULTURE

- It can be considered impolite to tell someone directly that you thought their joke was ridiculous. Such a comment may be acceptable when talking to a close friend, but not to an authority figure such as a boss or a professor.
- Something that *goes over your head* is too difficult to understand.
- *Run something by someone again* means to say or explain it again.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Explain that each conversation is between a storyteller or joke-teller and a listener.
- Have Ss preview the chart. Read the headings.
- Tell Ss they will listen to the conversations twice: first, to check if each listener found the story or joke funny, then to write their own response to each story or joke using an expression in Exercise A.
- Play the audio for Ss to check *Yes* or *No*.
- Then play the audio again. Pause after each conversation to give Ss time to write their responses. Encourage them to add any other comments that clarify or expand on their responses. For example: *I don't get it. Can you explain it? / It sounds a bit silly to me.*

OPTION Have Ss write down the expression that indicates whether the listener liked the story / joke or not. (1. Maybe it went over my head. 2. No offense, but I think that's silly. 3. That's pretty silly, if you ask me. Sorry! 4. Now that's funny!)

LANGUAGE NOTES

- Conversation 2: *Hit me* is an informal way to tell someone to say what they were going to say.
- Conversation 3: *Here's a good one* is a typical way to introduce a joke.
- Conversation 3: *Aha* is used to show that someone suddenly or finally understands something.
- Conversation 4: In this context, *How does it go?* means "Can you tell it to me?"

C PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss compare their answers and personal responses in pairs.
- Bring the class together. Elicit the main point of each story / joke. (1. The police could not arrest the men because the bench belonged to them. 2. *Orange* is pronounced like *aren't you.* 3. The waiter could not taste the soup because he did not bring the man a spoon. The old man wanted him to notice that. 4. The man who answered the phone could have said he was available to speak from the start.)
- Vote on which story / joke was the funniest and least funny.

D RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to think of a joke or funny story. Remind them that it should work in English. (Those dependent on word play or cultural references will probably not work.)
- In pairs, have Ss take turns telling their jokes / stories and responding to their partner's.
- Invite volunteers to share their jokes / stories with the class.

E GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the title. Ask, *Why do we use questions in indirect speech?* (to tell someone what we or someone else asked)
- Read the first rule. For each example, read the direct speech and ask a volunteer to read the indirect speech.
- Read the second rule. Have pairs of volunteers read the examples aloud.
- Point out the backshifts in the examples. (*Did you see → I had seen; did you learn → I had learned*) Elicit why the verbs didn't backshift in the other sentences. (because the reporting verbs are not in a past form)
- Read the **Note** aloud. Elicit the meaning of *embedded question*. (a question included inside another question or statement) Ask Ss to provide the direct question for the example in the note. (What movie do you want to see?)
- Tell Ss to look back at the examples. Elicit the differences between the direct and indirect questions. (verb tense, pronouns, subject-verb order) Have volunteers point out the specific changes. (Under first rule: Is it → it is; Do I have → she has; Did you see → I had seen; under second rule: did you learn → I had learned; is anyone → anyone is)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Elicit which have direct *yes / no* questions (2, 3, 5) and which have information questions (1, 4).
- Remind Ss that more than one answer is possible for the *yes / no* questions.
- Do item 1 as a class. Read the direct speech and elicit the indirect speech. Write the answer on the board. Elicit why the verb backshifts. (because the reporting verb is in the past)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, call on Ss to read the new sentences.

G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Suggest Ss underline the indirect question in each item. Then have them write the corrected sentences individually.
- To go over answers, call on Ss to read the corrected sentence aloud and explain what they changed, and why. (Items 1 and 2: removed the auxiliary *did* and changed the main verb to the past tense because we do not use the auxiliary *did* in embedded questions; Items 3 and 4: inverted the subject and modal verb to use the correct word order in embedded questions)

EXTENSION (+5 minutes) Have Ss write the items in direct speech. Elicit the answers. (1. She wanted to know, "How do / did you like the cartoons in this week's *New Yorker* magazine?" 2. I asked, "Who did you call to get tickets for the comedy show?" 3. My boss asked me, "How long will / would it take for you to finish the report?" 4. Most people want to know, "When should we arrive in order to get good seats?")

PRONUNCIATION LESSON (optional, page T138)

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Say *Come see this* to invite someone to look at something you think they will find interesting
- Say *Wait, what?* to informally express confusion about what someone has just said
- Say *That cracks me up, actually* to admit that you find something pretty funny

- Direct Ss' attention to the photo. Ask, *What are these people laughing about?* (a joke on his phone)
- Have Ss preview the conversation. Elicit examples of the target vocabulary and grammar.
- Have Ss read and listen to the conversation.
- Ask Ss if they get the joke. Have a volunteer explain it. (The juice might have been an orange named Bertha.)
- Read the **Social language** note and then Speaker B's second line. Point out the slight pause after *Wait*.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen again and repeat the conversation lines. Make sure they use falling intonation for *What is it?*
- Form pairs. Monitor as Ss practice the conversation. Remind them to change roles.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Review the ideas in the **Keep Talking!** box. Play the video for extra support.
- If Ss chose to use their own examples of cartoon, autocorrect fail, etc., give them a few minutes to find it on their phones or tablets. Then have them share it in pairs.
- Tell Ss to use the vocabulary expressions to react to their partner's story or joke. Suggest they ask for clarification if they don't get it.
- Remind Ss to switch roles and then partners.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are
✓ including vocabulary expressions to respond to humor
✓ using questions in indirect speech correctly

TEACHING TIP Time permitting, check Ss' cartoon, photo, screen shot, or video clip for appropriateness before Ss share it in pairs.

OPTION Use the Unit 5 Energizer Worksheet (See Printable Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Ask Ss to think of two questions someone asks them often and write them in direct and indirect speech. For example: *My friend who lives abroad always asks, "When are you coming to visit?"; My friend who lives abroad always asks me when I'm coming to visit.* OR *Every day, my sister asks, "Did you call mom?"; Every day, my sister asks me whether or not I called mom.* Collect and read Ss' questions to identify areas for review.

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

1. When no one laughed at her joke, Lily asked herself what she did / had done wrong.
2. On Saturdays, our children frequently ask if / whether they can stay up late to watch The Crazy Camel *on TV.*

F **GRAMMAR PRACTICE | On a separate sheet of paper, rewrite each sentence in indirect speech. Make any necessary backshifts and changes to pronouns.**

1 When no one laughed at her joke, Lily asked herself, "What did I do wrong?"
2 On Saturdays, our children frequently ask, "Can we stay up late to watch *The Crazy Camel* on TV?"
3 Katherine asked David, "Is Facebook your favorite social media site?"
4 Helen's husband will definitely ask her, "What time does the show at the comedy club start?"
5 Peter asked everyone, "Did you really think that joke was funny?"

3. Katherine asked David if / whether Facebook was his favorite social media site.
4. Helen's husband will definitely ask her what time the show at the comedy club starts.
5. Peter asked everyone if / whether they really thought / had really thought that joke was funny.

G **GRAMMAR PRACTICE | On a separate sheet of paper, correct the errors in the embedded questions.**

1 She wanted to know how ~~did I like~~ the cartoons in this week's *New Yorker* magazine. *I liked*
2 I asked who ~~did he call~~ to get tickets for the comedy show. *he called*
3 My boss asked me how long ~~would it~~ take for me to finish the report. *it would*
4 Most people want to know when ~~should they~~ arrive in order to get good seats. *they should*

PRONUNCIATION LESSON p. 138
Intonation of sarcasm

COMMUNICATION ACTIVATOR

Now let's respond to humor.

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

A: This is priceless. Come see this.
B: OK. What is it?
A: Look. It's this picture of an orange and a glass of orange juice. The orange is asking the juice if it's Bertha.
B: Wait, what? Run that by me again?
A: You don't get it? Think about it for a minute.
B: Oh, yeah! Now I get it. Hey, that cracks me up, actually.

Social language
Ask "Wait, what?" to informally express confusion about what someone has just said.



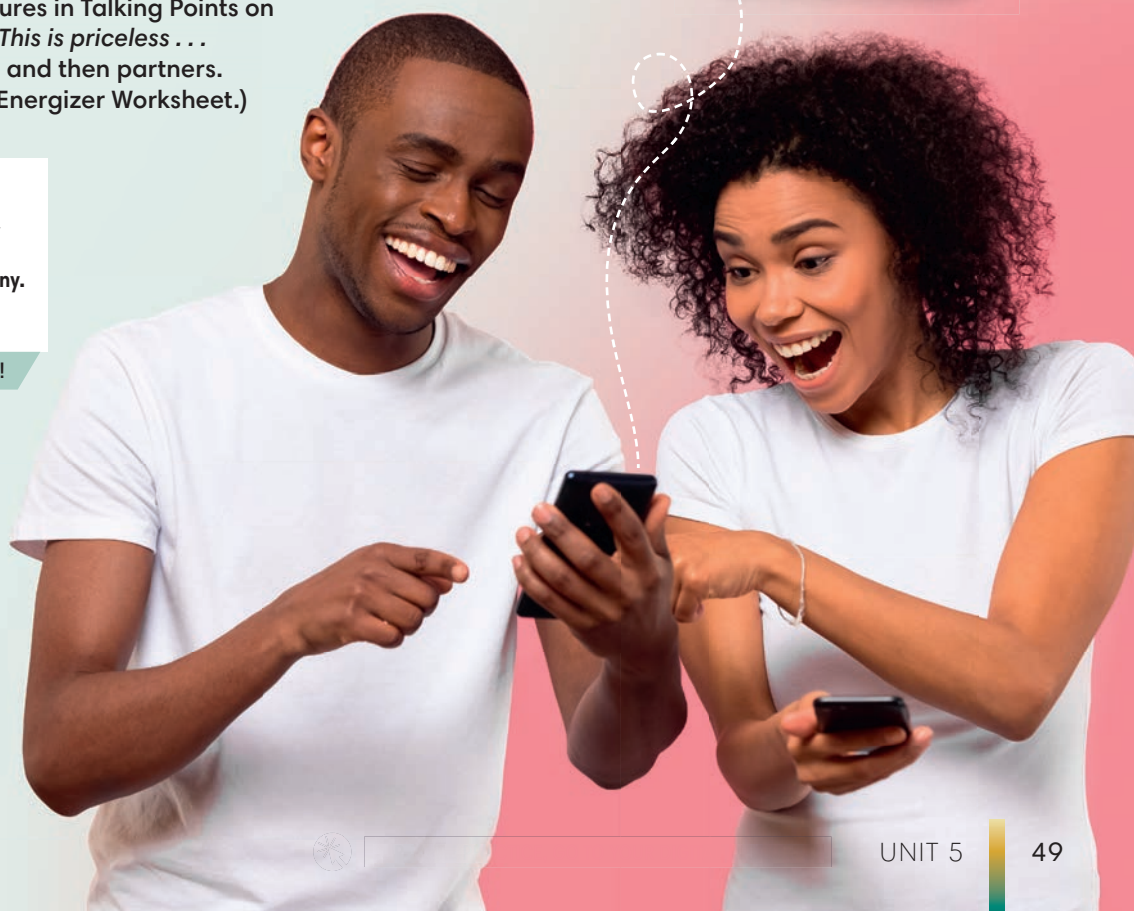
B **PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.**

C **IN YOUR OWN WORDS | Create a similar conversation, using your own cartoon, photo, screen shot, or video clip—or one of the pictures in Talking Points on page 47. Start like this: *This is priceless . . .* Be sure to change roles and then partners. (Option: Use the Unit 5 Energizer Worksheet.)**

KEEP TALKING! ●●●

- **Tell your partner where you found the cartoon, autocorrect fail, or funny video clip.**
- **Say why you think it's funny.**
- **Talk about another one.**
- **Say as much as you can.**

Watch the video for ideas!



2 COMMUNICATION GOAL Explore the potential benefits of laughter

A GRAMMAR CLOSE-UP | Read about laughter and health. Notice the featured grammar.

Laughter and Health

In the sixteenth century, humanist educator Richard Mulcaster said that because laughter produced warmth in the body, it might be a good remedy for colds. Other scientists of his time noted that laughter increased the rate of breathing, boosted muscle tone, and exercised the body's internal organs, and they claimed that those effects were good for colds, too.

Three centuries later, in his classic 1956 book *The Stress of Life*, Hungarian scientist Hans Selye insisted he had proven that biological stress has negative effects on health. This laid the foundation for the theory that the absence of stress could have positive effects.

Later, in 1976, American editor Norman Cousins—a non-scientist suffering from a life-threatening illness, who was familiar with Selye's research—theorized that if the stress of negative emotions could cause illness, positive emotions should be able to exert a healing effect. So, he spent his time watching funny movies and asked his friends to tell him lots of funny jokes. He recovered, and his 1979 bestseller, *Anatomy of an Illness*, described what had happened.

Although no one can state definitively that laughter cured Norman Cousins, the concept of laughter therapy for both physical and emotional problems such as anxiety and depression has gained popular acceptance, and an Internet search of laughter therapy returns numerous hits for resources to access it.

B CRITICAL THINKING | People smile and laugh when they feel happy. Do you think it's possible that the act of smiling or laughing itself can actually cause us to feel happy? Explain your reasoning.

C GRAMMAR | Indirect speech | Statements: backshifts in tense and time expressions

The backshifts that occur when direct speech becomes indirect speech are made to preserve the meaning of what the person said. Review the changes that normally occur in indirect speech statements.

Direct speech	Indirect speech
She noted, "Negative emotions **are** harmful and **cause** illness."	She noted (that) negative emotions **were** harmful and **caused** illness.
I argued, "But Cousins **hasn't proved** anything."	I argued (that) Cousins **hadn't proved** anything.
My cousin said, "Jokes **cured** me."	My cousin said (that) jokes **had cured** him.
We wrote, "She **isn't practicing** laughter therapy."	We wrote (that) she **wasn't practicing** laughter therapy.
He claimed, "We **were telling** the truth."	He claimed (that) they **had been telling** the truth.
People admitted, "We've **learned** from Cousins's book."	People admitted (that) they **had learned** from Cousins's book.
He told her, "I'll **check** to see how you're feeling later."	He told her (that) he **would check** to see how she was feeling later.
Pam told us, "I **can't understand** what **happened**."	Pam told us (that) she **couldn't understand** what **had happened**.
He told me, "You **have to see** this funny movie."	He told me (that) I **had to see** that funny movie.
The nurse told the little girl, "You **must rest**."	The nurse told the little girl (that) she **had to rest**.

However, when a reporting verb is in the simple past tense, backshifting is optional if it refers to something just said, something that's still true, a scientific fact, or something generally known to be true.

Ella just texted. She said that the plane **is** (or **was**) late. [= something just said]
Melanie told me she **wants** (or **wanted**) laughter therapy. [= still true]
He reminded us that colds **aren't** (or **weren't**) caused by air conditioning. [= scientific fact]

Common reporting verbs

admit	insist	suggest
argue	note	theorize
claim	report	think
complain	state	write

Do not make changes to present or perfect forms of the modals should, could, may, might, would, and ought to when converting from direct to indirect speech.

Make the following changes to time (and place) expressions to preserve the speaker's meaning.

Sam told me, "The accident was last week." → Sam told me the accident **had been the week before**.

now	→ **then**	this year	→ **that year**
today	→ **that day**	last week	→ **the week before**
tomorrow	→ **the next day**	next month	→ **the following month**
yesterday	→ **the day before**	here	→ **there**

GRAMMAR EXPANDER p. 125

Indirect speech: review and expansion
- Imperatives in indirect speech
- Changes to pronouns and possessives
- Say, tell, and ask
- Other reporting verbs

LESSON 2 Explore the potential benefits of laughter

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss predict how laughter and health could be related. Elicit ideas.
- Have Ss read the text silently.
- To check comprehension, have Ss list the key dates, theorists, and their theories. For example:
  - 16th century, Richard Mulcaster and others: Laughter might be a remedy for colds.
  - 1956, Hans Selye: Biological stress might have negative effects on health.
  - 1976, Norman Cousins: If negative emotions cause illness, positive emotions should heal them.
- To go over the ideas, write the dates on the board and invite volunteers to complete the information.

LANGUAGE NOTES

- *Muscle tone* refers to the healthy firmness and strength of a muscle.
- *Biological stress* is any condition that puts pressure on the physical and psychological defense systems in the body, such as a disease or exposure to extreme heat or toxic substances.
- *Lay the foundation* means to provide the conditions for something to happen.

EXTENSION (+5 minutes) Ask, *Do you think laughter can heal both physical and emotional problems?* Have Ss discuss in pairs. Tell them to base their answer on the information in the article and their own personal experiences. Invite volunteers to share their opinions.

B CRITICAL THINKING

Suggested time: 5 minutes | Your time:

- Read the directions.
- Have Ss discuss the target question in pairs.
- Ask for volunteers to share their answers and reasoning.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the grammar topic. To review, ask, *What is a backshift?* (the changing of a verb back one tense, usually from present to past)
- Direct Ss' attention to the **Common reporting verbs** box. Remind them that *ask*, *say*, and *tell* are the most common reporting verbs. Ask a volunteer to read the reporting verbs aloud for the class.
- Elicit the reporting verbs in the example sentences in the chart. Ask, *What is common about all the reporting verbs in the examples?* (They are in the past.) Remind Ss that backshift only occurs when the reporting verb is in the past.
- Read the first rule. Have volunteers take turns reading the pairs of example sentences.
- Elicit what backshifts occurred in the examples. (1. simple present > simple past; 2. present perfect > past perfect; 3. simple past > past perfect; 4. present continuous > past continuous; 5. past continuous > past perfect continuous; 6. present perfect > past perfect; 7. *will* > *would*; 8. *can* > *could*; simple past > past perfect; 9. *have to* > *had to*; 10. *must* > *had to*)
- Point out that we usually use *had to* instead of *must* when backshifting.
- Read the second rule. Have a volunteer read the examples. Read the reasons for the optional backshift in brackets.
- Read the rule about modals. Write these examples on the board:
  He said, "You should laugh more often."
  → He said (that) I should laugh more often.
  "I would have told you."
  → He said (that) he would have told me.
- Read the final rule and pair of example statements. Tell Ss that changes in time expressions depend on when we hear the direct speech and when we report the information.
- Read the list of time expressions. Model how backshift works with time. Say, *Today is Monday. Monica says, "I am going to a comedy club."* Then write on the board different examples of time expression changes:
  If I tell someone . . .
  . . . on Tuesday, I say, "Monica said she was going to a comedy club yesterday."
  . . . a month later, I say, " Monica said she was going to a comedy club that day."
- Next, explain that, similarly, the changes in expressions of place depend on where the reporter is when reporting the statement. A change is made only if the reporter is in a different place from where the original speaker was. Write these examples on the board:
  He said, "I put the book here."
  → He said he had put the book here.
  (The reporter is in the same place.)
  → He said he had put the book there / on the desk.
  (The reporter is in a different place.)

LANGUAGE NOTE There are no backshifts when the direct speech sentence uses the past perfect. For example: *She told me, "I had studied English before."* *→ She told me (that) she had studied English before.*

GRAMMAR EXPANDER (optional, pages T125–126)

D NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss find the example individually and explain its verb tense in pairs. Then go over the answer as a class.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Have a volunteer read the statement. Elicit the two versions of the statement in indirect speech. Ask why the backshift is optional. (There is no backshift if this statement is still true.)
- Have Ss complete the exercise individually and then discuss their answers in pairs.
- Read the statements and ask volunteers to share their answers. Elicit why the backshift is optional.

F GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Have Ss preview the items. Suggest they underline the verbs and circle the pronouns in each statement before they begin.
- Do item 1 as a class. Read the statement and elicit how to restate it in direct speech.
- Have Ss do the activity and then compare answers in pairs. Remind Ss to use correct punctuation.
- Ask volunteers to write the answers on the board.

G PAIR WORK

Suggested time: 4 minutes | Your time:

- In pairs, have Ss take turns changing the statements into indirect speech orally. Remind them to replace time expressions as needed.
- Read the statements and call on Ss to share their answers. Ask why there is no backshift in item 3. (The modal *may* doesn't usually change when converting from direct to indirect speech, and the reported sentence is a scientific fact.)
- Point out the final position of the reporting verb in item 4. Explain that while this position is common in published texts, the reporting verb usually precedes the direct speech in everyday English.

Communication Activator

A TALKING POINTS

Suggested time: 4 minutes | Your time:

- Read aloud the title and subtitle of the article. Have two volunteers read the introduction and the example answer. Elicit the meaning of *complementary therapy*. (a less conventional treatment used together with more conventional medicine)
- In pairs, have Ss discuss their views on laughter therapy.
- Bring the class together. Ask Ss if they would do laughter therapy, and why or why not.

B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit what physical therapists and psychologists do. (Physical therapists help people improve movement and manage physical pain. Psychologists help people understand and handle different emotional problems.)
- Lead a class brainstorm on common conditions and problems. (For example: back and neck pain, anxiety disorders) Write Ss' ideas on the board for reference.
- Form pairs. Have Ss give their patient a name and write down a condition / problem. Suggest they choose roles and then research exercises to help with the problem. Remind Ss they should be able to explain or demonstrate the exercises, and to say how these can help.

TEACHING TIPS

- Remind Ss that this activity is intended for fun and not serious medical advice.
- If Ss need help creating the exercises, suggest they research laughter therapy and laughter yoga for ideas. Also, remind them they can simply use their imagination and "prescribe" watching funny videos and comedies, or doing silly-looking exercises.

C GROUP WORK

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to prepare their presentation. Suggest they "report" what their patient said as they present. For example: *The patient complained that his back pain got worse on Monday mornings.*
- Monitor. Make sure Ss practice explaining and demonstrating their individual exercises.
- Call on pairs to present to the class.

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

✓ using backshifts in indirect speech correctly

✓ clearly explaining their plans according to the idea of laughter therapy

CLOSURE ACTIVITY (+10 minutes) In pairs, have Ss share health benefits of another activity they are familiar with, such as walking or meditation. Then have Ss write a pair of statements in direct and indirect speech about one thing they learned from their partner. For example: *Leyla noted, "Walking in the park helped me control my anxiety." / Leyla noted that walking in the park had helped her control her anxiety.* Collect Ss' papers to identify areas for review.

Remind Ss of additional grammar practice in their digital resources.

D NOTICE THE GRAMMAR | Find one example of indirect speech in Grammar Close-Up where the verb in the reported speech is in the present, even though the reporting verb is in the past. With a partner, explain why the verb in the reported speech is in the present tense.

. . . Hans Selye insisted he had proven that biological stress has negative effects on health.

Explanation: because the statement refers to a scientific or general truth

E GRAMMAR PRACTICE | On a separate sheet of paper, rewrite each sentence twice in indirect speech—once with a backshift and once without. Tell your partner the reason why you believe the backshift is optional.

See page T52 for answers.

1 Silas told us, "I've been to Japan, but I've never been to the top of Mt. Fuji."
2 The teacher texted, "I want every student to tell a favorite joke to the class."
3 The documentary movie explained, "The introduction of an alien species into a new habitat can cause an environmental catastrophe."
4 My daughter claimed, "Mr. Martin is the best Spanish teacher I've ever had."
5 Our history textbook said, "Many people perished in the San Francisco earthquake of 1906."

F GRAMMAR PRACTICE | On a separate sheet of paper, write what the people actually said, using direct speech.

1 My sister told me she had read an article about meditation and it had changed her outlook. *See page T52 for answers.*
2 Polly told me she had been watching sitcoms in order to reduce her general anxiety.
3 Scientists theorized that if depression could make you sick, laughter might be able to make you well.
4 They admitted they never would have taken a cruise if they had realized they would be exposed to so many viruses.

G PAIR WORK | With a partner, take turns restating each of the following in indirect speech, using a backshift where possible.

See page T52 for answers.

1 Researchers reported, "We have a new set of test results in this month's *Medical Therapy Digest*."
2 Physical therapist Mark Kline admitted, "I've never referred a patient to a laughter therapist before today."
3 Psychologists have suggested, "Some anxious patients may be helped by laughter therapy."
4 "I'll tell you the results of the therapy after I finish the first two sessions," my father said.

COMMUNICATION ACTIVATOR

Now let's explore the potential benefits of laughter.

A TALKING POINTS | Read the introduction to an article about the theoretical basis of laughter therapy. Discuss the idea of laughter therapy with a partner.

> "I think laughter therapy makes sense, especially as a complementary therapy. I mean, it couldn't hurt!"

Therapeutic Laughter

It's backed by science!

Can laughing and smiling cause us to become happy? There's evidence that it can. In fact, it has been said that when you laugh during a stressful situation, your brain releases endorphins, the natural chemicals of happiness. Our clinic now offers our patients laughter therapy. These are therapeutic exercises that exploit laughter to reduce anxiety, depression, and pain as well as other symptoms.

B ROLE PLAY | Imagine that you and your partner are a physical therapist and a psychologist. Together, invent a patient who has a problem or a condition, and then create exercises using humor or laughter to help the patient. Use the ideas about therapeutic laughter from Talking Points for support.

Name: Condition and problems:	
Physical therapist's exercise	Psychologist's exercise

C GROUP WORK | Tell the class about your "patient" and explain or demonstrate the exercises you've created for him or her. Describe how the exercises will help.

3 COMMUNICATION GOAL

Analyze what makes people laugh

A READING | Read an article about what makes us laugh. Find an example of a story, a picture, or a joke that demonstrates one of the theories.

Theories of Humor

People of all ages and from all cultures laugh. Although there are many factors that make something funny, these three theories are often cited.

The Superiority Theory

The Superiority Theory holds that we tend to find people's small misfortunes and verbal or behavioral mistakes funny. Two examples of the kind of misfortunes often depicted in funny movies and comedy routines are people falling down or bumping into things. Similarly, hearing someone use the wrong word or mispronounce a word makes us laugh, as do the ridiculous mistakes that result from automatic spell-check programs. According to this theory, the reason why we laugh at the misfortunes or mistakes of others is that they make us feel superior (and happy that the mistakes and misfortunes are theirs, not ours!).

The Incongruity Theory

The Incongruity Theory suggests that humor arises from unexpected, inappropriate, or illogical situations—such as this one:

> A man goes to a psychiatrist and says, "Doctor, I'm worried about my brother. He thinks he's a chicken." "That IS serious," says the doctor. "Why don't you put him in a psychiatric hospital?" So the man says, "I would, but I need the eggs."

According to the Incongruity Theory, a joke becomes funny when we anticipate that one thing will happen or be said, but something else does instead. When the joke goes in the unexpected direction, we experience two sets of incompatible thoughts and emotions—the ones we had as we were listening and the ones revealed at the end. This incongruity makes us laugh.

The Relief Theory

According to the Relief Theory, humor is the feeling of relief that comes from a sudden removal of tension. When tension is high, we need a release, and laughter is a way to cleanse our system of the built-up tension. This theory holds that there are certain things we feel tense about, such as bodily functions, physical attractions, and shame about how we look. It is believed that the large number of jokes about those subjects come from our need to laugh about them and thus relieve or reduce our tension about them.

Regardless of the theory, in order to be able to appreciate a situation or joke as funny, some detachment is always necessary; that is, we have to feel uninvolved with the situation. For example, we can often laugh at our own past mistakes because, with the passage of time, we have become detached. Conversely, if the joke or situation is too familiar or realistic, it may "hit too close to home" and evoke sadness instead of laughter. To understand a joke—to "get it"—we might also need some knowledge of cultural, economic, political, or social issues, without which some jokes are impossible to understand. Although humor is universal, there is no universal joke.

B UNDERSTAND MAIN IDEA | Which statement summarizes the main idea of the article?

- [x] **1** There are three popular theories that explain what makes something funny.
- [ ] **2** For a joke to make us laugh, it must exhibit the characteristics of all three theories.
- [ ] **3** It's hard to "get" a joke unless we understand the cultural factors it describes.



C UNDERSTAND FROM CONTEXT | Complete each sentence about words in the article.

1 A "misfortune" is ..... event.
   a a lucky (b) an unlucky

2 "Anticipating" a result means ..... it.
   (a) expecting b proving

3 Two ideas that are "incompatible" ..... each other.
   (a) don't support b support

4 A "detachment" from a situation suggests a lack of ..... .
   (a) involvement b appreciation

5 Begin a sentence with "Conversely," when you will ..... an idea.
   a present more support for (b) present information that contradicts

6 If a joke "evokes" laughter, it ..... it.
   a prevents (b) causes

LESSON 3 Analyze what makes people laugh

A READING

Suggested time: 15 minutes | Your time:

- Read the directions. Then have a volunteer read the article title and introduction.
- Read the names of the three theories. Elicit the meaning of *superiority*, *incongruity*, and *relief*. (*Superiority* is behaving like you are better than others. *Incongruity* is the fact that something is strange, unusual, or unsuitable in a particular situation. *Relief* is a nice feeling you get when something unpleasant stops.) Ask Ss to predict what each of these theories says about humor, based on these definitions.
- Have Ss read the text. To check comprehension, ask: *What is the Superiority Theory?* (We laugh at other people's misfortunes or mistakes because it makes us feel superior to them.)
  What is the Incongruity Theory? (Humor arises from unexpected, inappropriate, or illogical situations.)
  What is the Relief Theory? (We laugh at things that usually make us tense as the laughing helps reduce the tension.)
  What is necessary to appreciate a situation or joke as funny? (some detachment)
  What does it mean if a joke or situation hits too close to home? (It makes you uncomfortable or upset because it is closely or directly related to your personal problems.)
  What else may be necessary to understand a joke? (knowledge of cultural, economic, political, and social issues)

OPTION (+5 minutes) Have Ss take turns explaining the theories in their own words to a partner.

EXTENSION (+5 minutes) Refer Ss to the items in Exercise F on page 47. In pairs, have Ss discuss which theories the items demonstrate. (Possible answers:
Funny animal videos often include unusual actions for an animal, demonstrating the Incongruity Theory, or accidents, demonstrating the Superiority Theory.
Autocorrect fails demonstrate the Superiority Theory, as someone accidentally using the wrong word makes us laugh, or the Incongruity Theory, as the word is often used in the wrong context.
Slapstick humor demonstrates all the theories, as it is physical comedy and there are unexpected situations often related to things we feel tense about.
The cartoon demonstrates the Relief Theory, as password retrieval can be stressful, and the Superiority Theory, as we laugh at the man's bad choice of question.
The comedian's joke demonstrates the Incongruity Theory, as we expect one meaning of the verb, but the punchline uses a different, inappropriate one.
Photos of people doing dumb things demonstrate the Superiority Theory, as they make us feel superior.
Jokes playing on words demonstrate the Incongruity Theory, as they use words in unexpected ways.)

B UNDERSTAND MAIN IDEA

Suggested time: 5 minutes | Your time:

- Have volunteers read the statements aloud.
- Elicit the answer from the class. Ask a volunteer to explain why the other choices are not correct. (Item 2 is not stated in the article. Item 3 is in the article, but it is additional information, not the main idea.)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the directions.
- Have Ss work individually to complete the statements.
- To go over answers, call on Ss to read the completed sentences aloud.

TEACHING TIP Remind Ss that analyzing words parts can help them more easily predict the meaning of new words. For example: The word *fortune* means "luck." Since the prefix *mis-* can mean "bad(ly)" or be used to refer to the opposite or lack of something, we can guess that a *misfortune* is "bad luck" or something "unlucky." The word *compatible* describes ideas that can support each other. Since the prefix *in-* means "not" or "no," we can guess that ideas that are *incompatible* are those that do not support each other.

Answers for Exercise E on page 51

1. *Silas told us that he'd / he's been to Japan, but he'd / he's never been to the top of Mt. Fuji. (could still be true)*
2. *The teacher texted that he or she wanted / wants every student to tell a favorite joke to the class. (could still be true, relating to something that hasn't yet occurred)*
3. *The documentary movie explained that the introduction of an alien species into a new habitat could / can cause an environmental catastrophe. (presents a scientific fact)*
4. *My daughter claimed that Mr. Martin was / is the best Spanish teacher she'd / she's ever had. (could still be true; i.e., she's still never had a better Spanish teacher)*
5. *Our history textbook said that many people had perished / perished in the San Francisco earthquake of 1906. (Teacher could have just said it. / The fact is still true.)*

Answers for Exercise F on page 51

1. *My sister said, "I read an article about meditation, and it changed my outlook."*
2. *Polly said, "I've been watching sitcoms in order to reduce my general anxiety."*
3. *Scientists theorized, "If depression can make you sick, laughter might be able to make you well."*
4. *They admitted, "We never would have taken a cruise if we had realized we would be exposed to so many viruses."*

Answers for Exercise G on page 51

1. *Researchers reported (that) they had a new set of text results in that month's* Medical Therapy Digest.
2. *Physical therapist Mark Kline admitted (that) he'd never referred a patient to a laughter therapist before that day.*
3. *Psychologists have suggested (that) some anxious patients may be helped by laughter therapy.*
4. *My father said (that) he would tell me the results of the therapy after he finished the first two sessions.*

D IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Review the images as a class. Ask volunteers to explain what is happening in each situation. (Possible answers: 1. The man is showing the woman she doesn't need to be scared, as it is just a cat. 2. A man is slipping on a banana peel. 3. The two women are wearing the same dress. 4. A girl is in grown-up shoes. 5. The man mixed up his Friday and Saturday plans. 6. The sign has two unrelated messages, however the way they appear together suggests that people should wear bathing suits to avoid sharks.)
- In pairs, have Ss discuss which of the theories best explains each situation. Ask Ss to support their opinion. For example, in item 3, laughing at two people wearing the same outfit can be explained by the Incongruity Theory, as we wouldn't expect that to happen.
- Then have Ss take turns sharing which situations they find funny, and why.
- Bring the class back together. For each situation, elicit the theory, or theories, that the image demonstrates. Ask Ss if they find it funny or not, and why.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Monitor. Help Ss understand the jokes as needed. (See notes for Exercise B below.)

OPTION Do the activity as a class. Read the jokes aloud. After each joke, ask Ss if they get it. If necessary, ask a volunteer to explain the joke. Then have Ss write their reaction.

LANGUAGE NOTES

- Joke 2: *Awfully steep* means very expensive.
- Joke 3: A *food bank* is a place that collects and gives food to people in need.
- Joke 3: An *old-age home* is an institution where elderly people live and are cared for, usually when they can't live by themselves.
- Joke 3: The expression *why on earth* is used to ask a question when you are surprised or angry.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the terms and definitions in the **Vocabulary for discussing a joke** box. Explain that the *setup* sets the scene of a joke. It "misleads" the listener into wrong assumptions, which are then disrupted by the *punchline*. Point out the punchline is usually different from what the listener is expecting.
- If necessary, to check comprehension, elicit the setup and punchline of each joke in the Talking Points. (Possible answers:
  1. A woman complains to another passenger that the bus driver insulted her by saying her baby was ugly. The passenger advises her to tell the driver off and offers to hold her baby, saying the punchline: "I'll hold your goat for you." [He insults her again by implying the baby looks like a goat.]
  2. A woman asks a lawyer about his fees. He says he charges $300 for three questions. She comments that is expensive, using a tag question. He confirms and says the punchline: "Now what's your final question?" [He considered her two questions part of the consultation, which makes it even more expensive.]
  3. A man learns someone is selling a talking dog. He talks to the dog and hears about the amazing things it has done. He then asks the owner why she wants to sell such an incredible dog. She answers with the punchline: "Because he's a liar! He never did any of that!" [The reason is unexpected and sounds absurd in face of the marvel of a talking dog.])
- Ask a volunteer to read the example answer aloud.
- Have Ss take turns sharing their reactions to the jokes in small groups.

C PAIR WORK

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Give Ss time to recall a favorite joke or find one they like online.
- In pairs, have Ss share their jokes and explain why they are funny, according to the three theories.

LOOK FOR While Ss are doing Exercises B and C, monitor their conversations to determine if they are using information about the three theories to explain what makes people laugh.

CLOSURE ACTIVITY (+10 minutes) Ask Ss to consider what kinds of situations or interactions are most funny to them and write a short paragraph explaining which theory (or theories) best explains what makes them laugh. Allow Ss to write about other theories they know. Collect and read Ss' papers to identify areas for review.

Remind Ss of additional reading practice in their digital resources.

See possible answers below each picture.

D IDENTIFY SUPPORTING DETAILS | Look at pictures of situations that are often the basis of jokes and cartoons. With a partner, discuss the theory that explains why people find them funny. (You may choose more than one.) Then discuss whether you find any or all of them funny.

- Superiority Theory
- Incongruity Theory
- Relief Theory

1



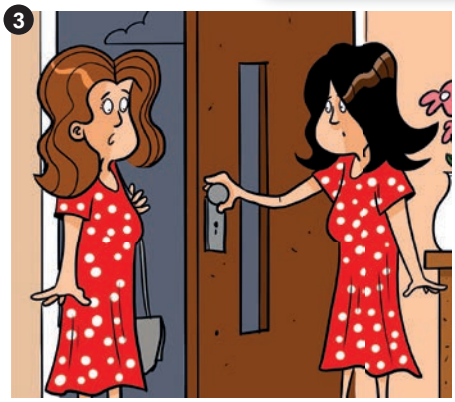
1. Relief Theory

2



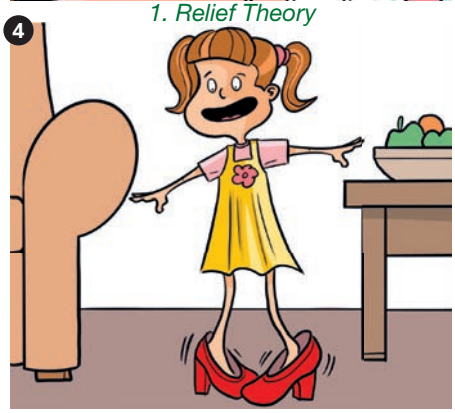
2. Superiority Theory

3



3. Incongruity Theory

4



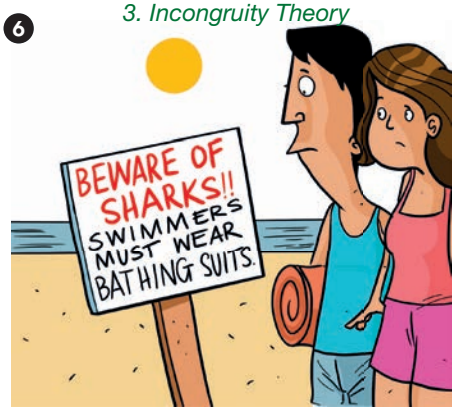
4. Relief Theory

5



5. Superiority Theory

6



6. Incongruity Theory

COMMUNICATION ACTIVATOR

Now let's analyze what makes people laugh.

A TALKING POINTS | Read three jokes. Write a plus sign (+) for those you think are funny. Write a minus sign (-) for those you don't.

☐ Joke 1

A woman gets on a bus with her baby. The driver says, "Wow! That's the ugliest baby I've ever seen."

The woman walks to the back of the bus and sits down. She says to the man in the next seat, "Did you hear that? The driver just insulted me!"

The man says, "You go up there and tell him off. I'll hold your goat for you."

☐ Joke 2

"How much do you charge?" a woman asks a lawyer.

"I get $300 for three questions," the lawyer answers.

"That's awfully steep, isn't it?" says the woman.

"Yes, it is," replies the lawyer. "Now what's your final question?"

☐ Joke 3

A man sees a sign on a house that reads "Talking Dog for Sale." He knocks on the door to find out about it. The owner of the house brings the dog to him. "So, what have you done in your life?" he asks the dog.

"I've led a very good life. I ran a food bank for people in poverty. I was a volunteer in our town's fire department. And now I spend my days reading to the residents of an old-age home."

The man is amazed. He asks the dog's owner why on earth she would want to sell a dog as incredible as this.

The owner replies, "Because he's a liar! He never did any of that!"

B DISCUSSION | Compare your reactions to the jokes in Talking Points with your classmates. Explain which ones you think are funny or not funny. Use the Vocabulary.

> "I loved the punchline of Joke 2. It was funny because it was so surprising to hear a professional person like a lawyer say something so ridiculous. I guess it's an example of the Incongruity Theory."

Vocabulary for discussing a joke
the setup: the way the story introduces the joke
the punchline: the funny part, usually at the end

C PAIR WORK | Tell your partner a favorite joke. Together, explain why it makes you and others laugh. Use the Theories of Humor in your discussion. (Option: Use the Unit 5 Soft Skills Booster, p. 158.)

4 COMMUNICATION GOAL Discuss when joking "crosses the line"

A VOCABULARY | Common types of jokes | Read and listen. Then listen again and repeat.

a verbal joke	a joke that uses language in such a way that the language itself becomes funny
a political joke	a joke about a political candidate, party, opinion, government, or government official
an ethnic joke	a joke about all the people of a particular ethnic background (often considered in bad taste or offensive)
a sexist joke	a joke about men or women in general (often considered in bad taste or offensive)
a dirty joke	a joke about sex or with sexual content (often considered in bad taste or offensive)
a practical joke	an action that causes someone to be laughed at by others



Do you like practical jokes?

B ACTIVATE VOCABULARY | With a partner, discuss whether you know a joke of each type described in the Vocabulary. Without necessarily telling the joke, do you consider any of them offensive?

C LISTEN FOR DETAILS | Listen to the program *You Decide*. Mark each of the following statements T (true) or F (false), based on what the people say.

Anna Powell

T 1 Anna Powell likes ethnic and sexist jokes.
F 2 She says dirty jokes are taboo.
F 3 She believes the saying that words can never hurt you.
T 4 She says not all people are able to be good sports when a practical joke is played on them.

Arthur Oakes

T 5 The Bargain Burger Restaurant sells tiny hamburgers at a low price.
T 6 Scott asked the restaurant manager if he could pre-pay for super-size burgers for a lunch later that day.
T 7 Bennett was convinced that the Bargain Burger charged very little for enormous burgers.
T 8 Bennett was a good sport about the joke.

Melinda Hunter

F 9 Melinda had been working for the store for a year when the practical joke was played.
T 10 Noelle played a joke on her.
F 11 Melinda got fired from her job.
F 12 Melinda didn't mind being the butt of the joke.

D LISTEN TO PARAPHRASE | What's the difference between a practical joke and other types of jokes, according to Anna Powell? *Practical jokes are actions, while other types of jokes are words.*

E LISTEN TO SUMMARIZE | Summarize one of the stories to your partner. Your partner summarizes the other one. Use indirect speech in your summaries. Listen again if necessary.

"In the first story, Scott told the restaurant manager he'd bring a guest to the restaurant for lunch . . ."

"Noelle told Melinda she was supposed to walk around the store . . ."

F DISCUSSION | Did either of the practical jokes "cross the line"? Explain your opinion. How would you have reacted if either of these jokes had been played on you?

LESSON 4 Discuss when joking "crosses the line"

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the lesson title. Ask Ss when something *crosses the line*. (when it goes beyond accepted limits or standards of behavior)
- Have Ss read and listen to the types of jokes. Then have them listen and repeat.
- Ask Ss to read the definitions silently.
- Tell Ss to look at the image. Ask, *What happened?* (One man placed a pail of water over the door. When the other man entered, it tipped over and spilled on him.)
- Read the man's statement. Ask, *What does it mean if you* can take a joke? (You can laugh when someone tricks you or makes a joke about you.) Ask Ss if they could take the practical joke shown in the image.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Give Ss time to recall which types of jokes in Exercise A they know. Then have them share their experiences in pairs. Remind Ss to say whether or not they found the jokes offensive and, if possible, explain why.

C LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the items. Check understanding.
- Play the audio for Ss to mark each statement.
- Go over the answers. If there is disagreement, ask Ss to explain their choice.

LANGUAGE NOTES

- Introduction: *Political incorrectness* is using language or behavior that offends a particular group of people.
- Introduction: To *be the butt of a joke* is to be the person the joke is played on.
- Introduction: Here, a *good sport* is someone who doesn't get upset if a joke is played on them.
- Arthur Oakes: When you *play* a joke on someone, the joke is an action, but when you *tell* a joke, the joke is a verbal one.
- Arthur Oakes: *It was all in good fun* means "It was not serious and it was done just for fun."
- Melinda Hunter: *Show someone the ropes* is to explain to someone how things are done.
- Melinda Hunter: *It dawned on me* means "it became clear to me."
- Item 6: *Pre-pay* means to pay for something before you use or consume it.
- Item 6: If something is *super-size*, it is very large.

EXTENSION (+5 minutes) Elicit examples of language or behavior that is politically correct or incorrect. (Possible answer: It is politically correct not to assume the gender of people in certain professions. For example, if a person tells you her cousin is a nurse, it would be politically incorrect to ask where "she" works, since this assumes that the nurse is a woman.)

D LISTEN TO PARAPHRASE

Suggested time: 5 minutes | Your time:

- Give Ss time to recall the difference as explained in the program. Then have them share their answers in pairs.
- Play the first half of the audio again if appropriate.
- Have a volunteer share the answer.

E LISTEN TO SUMMARIZE

Suggested time: 5 minutes | Your time:

- Have volunteers read the example answers. Elicit the indirect speech in each. (he'd bring a guest . . .; she was supposed to walk around the store . . .)
- In pairs, have each partner summarize one of the stories. After each summary, suggest partners remind each other of essential details that were left out.
- Monitor. Listen for the correct use of indirect speech.
- Play the audio again if appropriate.
- Elicit summaries of each story.

OPTION (+5 minutes) Form pairs. Have each partner choose one story to summarize in writing. Play the audio again. Tell Ss to take notes on the main points of their story. Then have them write their summary, paying attention to backshifts in indirect speech sentences. Finally, have Ss take turns reading their summaries in pairs.

F DISCUSSION

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs or small groups.
- Remind Ss to give reasons to support their opinion and examples of how they would react.

EXTENSION (+5 minutes) Write on the board: *Sticks and stones can break your bones, but words can never hurt you*. Elicit the meaning of the quote. (A physical attack can cause you pain, but a verbal attack cannot.) Ask Ss if they agree or disagree, and why.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Draw Ss' attention to the pictures. Ask them not to read the texts. Elicit what they think the practical joke was in each situation.
- Refer Ss to the rating scale and read the key. Tell Ss to write their rating in the circle below each joke.
- Have Ss complete the exercise individually.

OPTION Have volunteers read the jokes aloud. Then give Ss a minute to rate the jokes on their own.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions.
- Form pairs. Give Ss a minute to share and compare their ratings.
- Then tell pairs to compare how they would have responded if the practical jokes had been played on them. Encourage Ss to explain their reactions.
- Invite volunteers to share their answers with the class.

EXTENSION (+5 minutes) Ask Ss to think about why it is hard for people to laugh at themselves. (For example: They are sensitive about the joke's topic. The joke made them feel insecure about themselves.) Elicit ideas from the class.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Have volunteers read the questions for the class.
- Review the ideas in the **Keep Talking!** box. Play the video to support Ss as they extend their conversations.
- Point out the **Recycle This Language** box. Encourage Ss to use the expressions if they talk about or respond to the practical jokes.
- Have Ss discuss the question(s) in pairs or small groups. As they discuss, have them explain and ask follow-up questions about each other's opinions.
- Bring the class together. If appropriate, elicit examples of practical jokes Ss discussed.
- Invite a volunteer from a group that discussed question 3 to share the group's general feeling about how people should react when a practical joke is played on them.

LOOK FOR While Ss are doing Exercises B and C, monitor their discussions to determine if they are
✓ giving their opinion about practical jokes
✓ providing examples

WRITING HANDBOOK (optional, page T148)

CLOSURE ACTIVITY (+5 minutes) In their same pairs or groups, have Ss discuss another common type of joke listed in Exercise A on page 54. Ask them to talk about when it crosses the line and how they think people should react to it. Suggest they share ideas about what someone can say or do if the joke turns into a bad experience. Monitor their discussions to identify areas for review.

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.

Now let's discuss when joking "crosses the line."

A TALKING POINTS | Read the summaries of four practical jokes. Rate each one.



First joke

You start getting lots of phone calls from people who want to buy your house, even though you have no intention of selling it. It turns out that a friend played a joke on you by posting an online real estate ad offering your house at a very low price.

Rating



Second joke

Someone in your family has placed a very real-looking fake crocodile in a kitchen cabinet. You open the cabinet and the crocodile leaps out at you.

Rating



Third joke

Some colleagues invite you to an office party, explaining that it's a costume party. So you decide to go dressed as an astronaut. However, when you arrive, everyone is dressed in regular clothes. You realize your colleagues played a joke on you.

Rating

Fourth joke

Your brother has handed you a cup of coffee. When you take the first sip, it tastes shockingly bad, so you spit it out violently all over the table. Then you realize that he put salt in it instead of sugar.

Rating



Rate the jokes

? = I don't get it.

1 = It crosses the line.

2 = It's sort of silly.

3 = It's really pretty funny.

4 = It's a hoot!

B PAIR WORK | Compare your ratings of the practical jokes in Talking Points. Do you agree? Then, for each joke, compare how you would have responded if you had been the butt of the joke. Would you have been a good sport? Or would you have been hurt?

C DISCUSSION | Discuss one or more of the questions.

1. Have you ever played a practical joke on someone? Have you ever been the butt of one? Have you ever seen or heard about one? What was the joke and what happened?
2. When do you think a practical joke "crosses the line"? Provide an example and explain your opinion.
3. When a person is the "butt" of a practical joke, should he or she simply be "a good sport" about it, even if it has been a really hurtful or embarrassing experience? What should or could a person do in that case?

WRITING HANDBOOK p. 148
- **Skill:** Writing dialogue
- **Task:** Write a story with dialogue

KEEP TALKING! ●●●
- **Ask your partner to explain his or her opinions.**
- **Provide more examples.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

It was hilarious! / so funny! / hysterical!
It was a hoot! / too much.
It cracked me up.
That's priceless!

I must have missed something.
That went over my head.
I don't get it.
Run that by me again?
You're kidding, right?

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Respond to humor.
- ☐ Explore the potential benefits of laughter.
- ☐ Analyze what makes people laugh.
- ☐ Discuss when joking "crosses the line."

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

UNIT 6

On the Move

PREVIEW

The problem is lost baggage when traveling by plane. She suggests documenting what you pack, in case your luggage is lost.

A **LOST PROPERTY | Listen to a podcast about a common hassle in airline travel. What is the problem the speaker is discussing? What does the speaker suggest doing?**

B **ZOOM-IN | Read and listen to two colleagues discussing Internet security. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Jason = American English (standard)
David = American English (regional)



Jason: Oh no. Not again. Can't they just leave me be?
David: What's the matter?
Jason: This pop-up asking me to enable two-factor authentication. It's like the umpteenth time.
David: You mean you don't have it? You're playing with fire if you don't.
Jason: David, I'm pretty careful about my passwords. I even have a password manager. What could go wrong?
David: Plenty.
Jason: Like what?
David: You could get hacked.
Jason: Even with a password manager? How likely is that?
David: What if you forget your master password? And I've heard password managers aren't 100% secure. They say they can be hacked if your device is infected with malware.
Jason: Come on. I'm a pretty careful guy. I don't ever click on links or download files from a source I don't trust. What are the odds of getting infected if I'm that careful?
David: I'm not sure, but they say that adding two-factor authentication really increases security. You just can't be too careful these days.
Jason: No offense, but I think that's a little over the top. That two-factor authentication is a real pain in the neck. You can't get into anything without waiting for a 4-digit code. Some of those things even ask you to answer a bunch of security questions!
David: Jason, take my word for it. A little hassle's nothing compared to dealing with identity theft. Get the two-factor. You just can't beat the security it provides.

C **UNDERSTAND FROM CONTEXT | With a partner, discuss and complete the definition for each featured word or phrase from Zoom-In. Then use them in your own sentences.** *Possible answers:*

1 If something happens for "the umpteenth time," it has happened *many times*.
2 If you ask, "What are the odds," it means you don't think something is very *likely*.
3 If you call something "a little over the top," you mean that it's *exaggerated / more than necessary / a little too much*.
4 If you tell someone to "take your word for it," you mean you want the person to *believe that you are right*.
5 If you say, "You just can't beat" something, you mean that it's *the best*.

D **THINK AND EXPLAIN | Answer the questions.**

1 Why does Jason say, "Can't they just leave me be?"
2 Why does David tell Jason he's "playing with fire"?
3 Why does David say, "You just can't be too careful these days"?

Possible answers:
1. He's frustrated and tired of seeing the pop-ups and wants to be left alone.
2. He thinks Jason is taking a big risk (because he might get hacked).
3. He thinks the risks are greater now than they were before (so it's even more important to be especially careful now).

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 | Do you think having both a password manager and using two-factor authentication is over the top? Is David too much of a worrywart? Explain.**

Unit 6 On the Move

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

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

Preview

A LOST PROPERTY

Suggested time: 5 minutes | Your time:

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

B ZOOM-IN

Suggested time: 10 minutes | Your time:

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

LANGUAGE AND CULTURE

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

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

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

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

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

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

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

F DISCUSSION

Suggested time: 5 minutes | Your time:

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

G TALKING POINTS

Suggested time: 5 minutes | Your time:

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

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

H PAIR WORK

Suggested time: 10 minutes | Your time:

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

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

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

START TALKING | DISCUSSION

Suggested time: 10 minutes | Your time:

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

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

UNIT 6
COMMUNICATION GOALS

Lesson 1 Describe how you deal with commuting
Lesson 2 Help others avoid hassles while traveling
Lesson 3 Talk about property lost, damaged, or stolen on a trip
Lesson 4 Discuss protecting Internet security

G TALKING POINTS | Take the self-test.

ARE YOU AN EXPERIENCED TRAVELER?

Check the travel hassles you've faced on trips you've taken by car, plane, bus, or train.

☐ inedible or disgusting airline food	☐ no cell phone service or Wi-Fi
☐ no meals on a long flight	☐ uncomfortable seating
☐ insufficient room in overhead bins	☐ an aggressive driver
☐ an overbooked flight	☐ a huge traffic jam
☐ lost luggage	☐ finding a bathroom
☐ a long line	☐ finding something to eat
☐ a long delay	☐ getting towed
☐ a flat tire	☐ getting lost
☐ a mechanical breakdown	☐ missing a connection
☐ poor air-conditioning or heating	☐ other _____











HOW MANY HASSLES DID YOU CHECK?

1–5	**Novice traveler:** You have a lot to learn.
6–10	**Intermediate traveler:** You're getting better at dealing with hassles.
11–15	**Experienced traveler:** You know how to avoid trouble.
16–20	**Seasoned traveler:** You've seen it all! Nothing freaks you out.

H PAIR WORK | Compare scores on Talking Points. Which of you has experienced more hassles? Tell your partner about your worst experience while traveling. Ask and answer questions about your partner's experiences.

START TALKING

DISCUSSION Discuss the questions.

- How can travelers plan for and avoid some of the hassles in Talking Points?

> "It's a good idea to schedule enough time between connecting flights. You just can't be too careful about that."

- Are you more like Jason in Zoom-In, and hassled by security reminders and pop-ups on your phone? Or are you more like David, and appreciative of reminders? Explain.

> "I'm more like Jason. If you ask me, David's attitude is a little over the top."

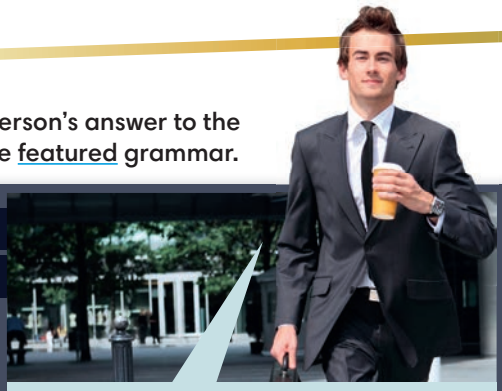
1 COMMUNICATION GOAL Describe how you deal with commuting

A GRAMMAR CLOSE-UP | Read each person's answer to the question about their commute. Notice the featured grammar.

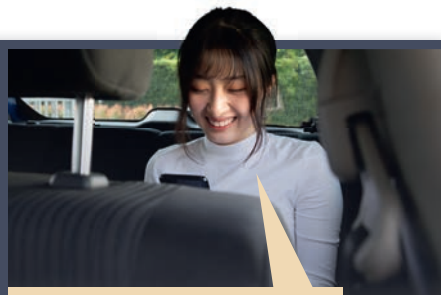
Tell us about your commute to work or school.



There are other options, but I choose to drive to work every day in the comfort and safety of my own car. If I weren't driving, I'd have to take three buses to get there. And unfortunately, in this town the buses aren't always safe. I've been pickpocketed on the bus twice. There's sometimes traffic on my route during the evening rush hour, but parking is probably the biggest hassle I have to deal with. Just last week I got a parking ticket because I had forgotten to renew my parking pass. If I hadn't been working such long hours, I probably wouldn't have forgotten to renew that pass.



There are never enough hours in the day to both work and exercise, so I have to multi-task to stay fit. How? I walk to work. I figure if I weren't walking to work and back five days a week, I'd be huffing and puffing on a treadmill—and paying for an expensive gym membership. The downsides? It takes me about forty minutes door-to-door, and the bus only takes ten. But my worst hassle is that drivers are inconsiderate and don't always respect the pedestrian right of way, which can be dangerous. But if I hadn't made a resolution to get my exercise this way, I'd be spending all my exercise hours in a car in traffic or waiting around for a bus or train. I prefer it my way.



I use a rideshare app to get to my job at the university. I only work three days a week, so it doesn't cost me an arm and a leg, and I don't have to own a car. I would take the subway if the city weren't constantly making track repairs and rerouting trains. And if it weren't for my rideshare, I'd be constantly worrying about how long it would be till the next train arrived.

B PAIR WORK | Is your commute a hassle? Tell your partner about its upsides and downsides.

C GRAMMAR | The unreal conditional: continuous forms for actions in progress

Unreal conditional sentences can describe actions in progress. You can use the continuous in one or both clauses, depending on your meaning.

Present unreal conditional sentences

Use were / weren't + a present participle in the if clause.
Use would / wouldn't + a present participle in the result clause.

If they **were driving** home right now, they **wouldn't be wasting** time at that bus stop! [continuous in both clauses]

If buses were more frequent, we**'d be riding** on one now. [continuous only in the result clause]

Past unreal conditional sentences

Use had / hadn't been + a present participle in the if clause. Use would / wouldn't have been + a present participle in the result clause.

If I **hadn't been talking** on the phone, I **would have been watching** the news of the bridge collapse on TV. [continuous in both clauses]

We **would have been parking** there every day if they hadn't closed the garage. [continuous in the result clause only]

Sentences with mixed time frames

All unreal conditional sentences can mix present and past time frames within the same sentence to reflect meaning. The continuous form can be in one or both clauses, depending on meaning.

If the travel agent **had been** honest about how much time is needed between flights, I **wouldn't be spending** the night in the airport waiting for the next flight. [past condition / present result]

I **would have had to join** a gym if I **weren't walking** to work every day. [past result / present condition]

Remember: Conditional sentences contain an if clause and a result clause.

Real conditional sentences describe the present or future results of real conditions.

If I **go** to sleep early, I **wake up** early. (present)
If you **take** the bus, you**'ll arrive** late. (future)

Unreal conditional sentences describe the present or past results of unreal conditions.

If I **were** you, I **would take** the train. (present)
If he **had driven**, he **would have gotten** lost. (past)

Be careful! Don't use would in the if clause in any unreal conditional sentence.

If **I were taking** the late train, . . .
NOT If I ~~would be taking~~ the late train . . .

GRAMMAR EXPANDER p. 127
Real and unreal conditionals: summary and expansion

LESSON 1 Describe how you deal with commuting

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

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

LANGUAGE AND CULTURE

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

B PAIR WORK

Suggested time: 5 minutes | Your time:

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

C GRAMMAR

Suggested time: 10 minutes | Your time:

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

GRAMMAR EXPANDER (optional, pages T127–128)

D UNDERSTAND THE GRAMMAR

Suggested time: 10 minutes | Your time:

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

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

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

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

F PAIR WORK

Suggested time: 5 minutes | Your time:

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

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

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

B DISCUSSION

Suggested time: 10 minutes | Your time:

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

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

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

CLOSURE ACTIVITY (+5 minutes) Write on the board: *What is a hassle you faced at work or school? What could you have done to prevent or avoid it?* Ask Ss to write their answers as unreal conditional statements using a continuous form. Collect Ss' answers and read them to identify areas for review.

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

D UNDERSTAND THE GRAMMAR | **Choose the sentence that best explains the meaning of each quotation. Then, with a partner, make a statement with should have to indicate what could have prevented the problem.**

If I'd bought gas yesterday on my way home, I wouldn't be walking to the gas station now!

You should have at least checked the gas gauge before you left this morning.

1 "If I'd taken the subway, I wouldn't be waiting around for a driver to confirm my rideshare."
   a I took the subway, so I don't have to wait for the rideshare driver's confirmation.
   (b) I didn't take the subway, so I'm waiting for the rideshare driver's confirmation.
   c I took the subway, and I'm waiting for the rideshare driver's confirmation.

2 "If I'd been walking to work instead of driving, I wouldn't have gotten a parking ticket."
   a I was walking to work, and I got a parking ticket.
   b I wasn't walking to work, but I didn't get a parking ticket.
   (c) I wasn't walking to work, and I got a parking ticket.

Possible should have statements:
1. You should have taken the subway.
2. You should have walked to work.
3. You should have checked the airline's weight limit before you finished packing.

3 "I wouldn't be paying extra for my luggage if the airline didn't have a weight limit."
   (a) I'm paying extra for my luggage because the airline has a weight limit.
   b I'm not paying extra for my luggage because the airline doesn't have a weight limit.
   c I would pay extra for my luggage if the airline had a weight limit.

E GRAMMAR PRACTICE | **Circle the correct verb or verb phrase to complete each statement.**

1 If you (would be / were) driving home now, you (would be / would have been) sitting in traffic.
2 If my phone battery (weren't / isn't) dead, I'd (be calling / have called) the rideshare now.
3 She (wouldn't be paying / would have paid) a parking fine if she (wouldn't be parking / hadn't parked) in a no-parking zone.
4 If he (hadn't been / wouldn't have been) riding the subway during rush hour, he wouldn't (get / have gotten) pickpocketed.
5 If Jill (hadn't been / had been) paying attention to the time, she wouldn't (be waiting / wait) for a train that had already left.

F PAIR WORK | **Take turns completing the unreal conditional statements, using continuous verb forms.**

Possible answers:

1 If it were the weekend, I'd be taking a walk right now.

1 If it were the weekend, I *'d be going for a run right now*.
2 I wouldn't have been late to class if *I'd been paying attention to the time*.
3 We would be watching a game right now if *our friends weren't visiting us*.
4 If I were on vacation, I *would be swimming in the ocean*.
5 I'd have seen the accident if *I'd been sitting on the right side of the bus*.

COMMUNICATION ACTIVATOR

Now let's describe how we deal with commuting.

A TALKING POINTS | **Write about two commuting hassles you have (or someone you know has) experienced. Include statements about how each problem could have been avoided or prevented.**

What was the hassle?	How I could have avoided or prevented it
On my way to an interview, I had a flat wtire, and I was late.	I should have checked my tire pressure.

What was the hassle?	How I could have avoided or prevented it

Common hassles
- getting stuck in traffic
- a mechanical breakdown
- no parking spaces available
- crowded public transportation
- a flat tire
- rush hour traffic
- inconsiderate drivers
- getting pickpocketed
- other: ___

B DISCUSSION | **Tell your partner about your two experiences from Talking Points in more detail. Include one statement beginning with If I had been + a present participle and / or one with If I hadn't been + a present participle.**

"If I'd been checking the tire pressure regularly, I wouldn't have had a flat tire."

KEEP TALKING! ●●●

- **Ask about how your partner handled each hassle.**
- **Suggest ways the problem could have been avoided.**
- **Say as much as you can.**

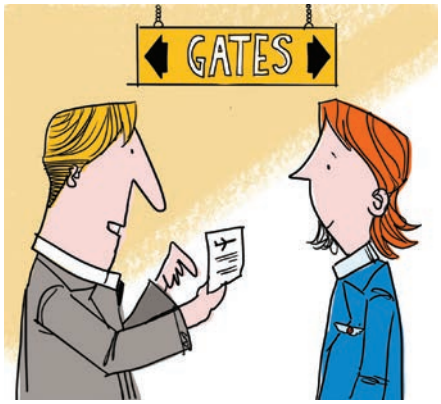
Watch the video for ideas!

2 COMMUNICATION GOAL Help others avoid hassles while traveling

A VOCABULARY | Ways to politely ask for a favor | Read and listen. Then listen again and repeat.



Would you mind giving me a hand with this?



Do you think you could point me in the right direction?



Could I ask you to keep an eye on my things?



Could you possibly grab that for me?



Would you be nice enough to save my place in line?



Would you please let me through?

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation and write the letter of the favor that you predict the speaker will request.

c	1	a Could you possibly save my place in line?
b	2	b Would you mind giving me a hand with it?
e	3	c Do you think you could point me in the right direction?
a	4	d Would you please let me through?
d	5	e Would you be nice enough to grab it for me?
f	6	f Would you be nice enough to keep an eye on them?

C GRAMMAR | The unreal conditional: statements with If it weren't for . . . / If it hadn't been for . . .

Use If it weren't for . . . or If it hadn't been for . . . + an object in a present or past unreal conditional statement to express relief or regret that the circumstances didn't lead to a different outcome.

Relief

If it weren't for your help, we'd still be at the airport waiting for our bags. (But, in fact, you *did* help us. So everything turned out fine.)
I think I would have gotten lost **if it hadn't been for** my GPS. (But, in fact, I *didn't* get lost, thanks to my GPS.)

Regret

If it weren't for the rain, we would eat lunch outside. (But it's raining, so we won't.)
If it hadn't been for the terrible traffic, they wouldn't have been so late. (But they *were* late because the traffic was terrible.)

Remember: You can also express strong regret with If only + were or a past perfect form.
If only you **were** here.
If only it **hadn't been raining!**
If only the traffic **hadn't been** so terrible.

D NOTICE THE GRAMMAR | Find and underline examples of the unreal conditional expressing either relief or regret in Grammar Close-Up on page 58. Which does each express? *See page T60 for answers.*

LESSON 2 Help others avoid hassles while traveling

A VOCABULARY

Suggested time: 5 minutes | Your time:

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

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

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

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

Answers for Exercise D

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

C GRAMMAR

Suggested time: 5 minutes | Your time:

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

D NOTICE THE GRAMMAR

Suggested time: 5 minutes | Your time:

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

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

E UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

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

F LISTEN TO ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

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

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

G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

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

Possible answers for Exercise G

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

H GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

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

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

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

- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What favor does Speaker A ask Speaker B?* (to keep an eye on her things) *Why?* (She left her boarding pass at the counter.)
- Read the **Social language** note. Then read Speaker B's first line and have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they use falling intonation for *I wonder if you could . . .* and *How can I help?*
- Monitor as Ss practice the conversation in pairs. Have them switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

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

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

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

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

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

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

E UNDERSTAND THE GRAMMAR | Listen to the conversations and infer whether the speakers are expressing relief or regret.

1 (relief) / regret
2 relief / (regret)
3 (relief) / regret
4 relief / (regret)
5 relief / (regret)
6 (relief) / regret

F LISTEN TO ACTIVATE GRAMMAR | Listen again. Complete the paraphrase of what happened in each conversation. Use <u>if it weren't for</u> or <u>if it hadn't been for</u>.

1 *If it weren't for / If it hadn't been for* the fact that they saw the other car, they might have had an accident.
2 Millie would love to go on the tour *if it weren't for* her cold.
3 They might still be in line *if it weren't for* the fact that she speaks Spanish.
4 They wouldn't be late for the play *if it hadn't been for* the flat tire.
5 *If it hadn't been for / If it weren't for* her thoughtlessness, she thinks they wouldn't have divorced.
6 He might still be waiting for the bus *if it weren't for / if it hadn't been for* Ben.

G GRAMMAR PRACTICE | On a separate sheet of paper, restate each sentence as an unreal conditional statement with <u>if it weren't for</u> or <u>if it hadn't been for</u>.

Example: Because of the weather, they have to reschedule the game.

If it weren't for the weather, they wouldn't have to reschedule the game.

1 Because I have this terrible backache, I can't take you to the airport this evening.
2 Because I got a wake-up call, I didn't miss our appointment.
3 Because they made the announcement, we didn't go to the wrong departure gate.
4 Because of the flight attendant's help, I was able to put my bag in the overhead bin.
5 Because of the airline's automatic text message, we didn't arrive late.

See page T61 for possible answers.

H GRAMMAR PRACTICE | Complete the statements with true information, using <u>if it weren't for</u> or <u>if it hadn't been for</u>. Then, with a partner, take turns reading your statements aloud. *Possible answers:*

1 *If it weren't for the semester I spent in London*, I wouldn't be able to speak English as well as I can today.
2 I wouldn't have chosen to study English *if it hadn't been for my first English teacher*.
3 *If it hadn't been for my parents' advice*, I would have chosen a different career path.
4 I would have slept late today *if it hadn't been for the alarm on my phone*.

COMMUNICATION ACTIVATOR

Now let's help others avoid hassles while traveling.

A CONVERSATION MODEL | Read and listen.

A: Excuse me. I wonder if you could do me a favor.
B: Sure. How can I help?
A: I think I left my boarding pass at the counter. Would you mind keeping an eye on my things?
B: Not at all. I'd be happy to. The lines are so long today.

• • •

A: I'm back. Thanks so much.
B: No problem.
A: I'm not sure what I would have done if it hadn't been for your help.

Social language
Respond willingly to a request for a favor with "How can I help?"



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. Start like this: *Excuse me. I wonder if you could do me a favor?* Be sure to change roles and then partners. (Option: Use the Unit 6 Energizer Worksheet.)

KEEP TALKING! • • •

- Say more about why you need help.
- Explain the possible consequences if you don't get help.
- Continue the conversation with small talk.
- Say as much as you can.

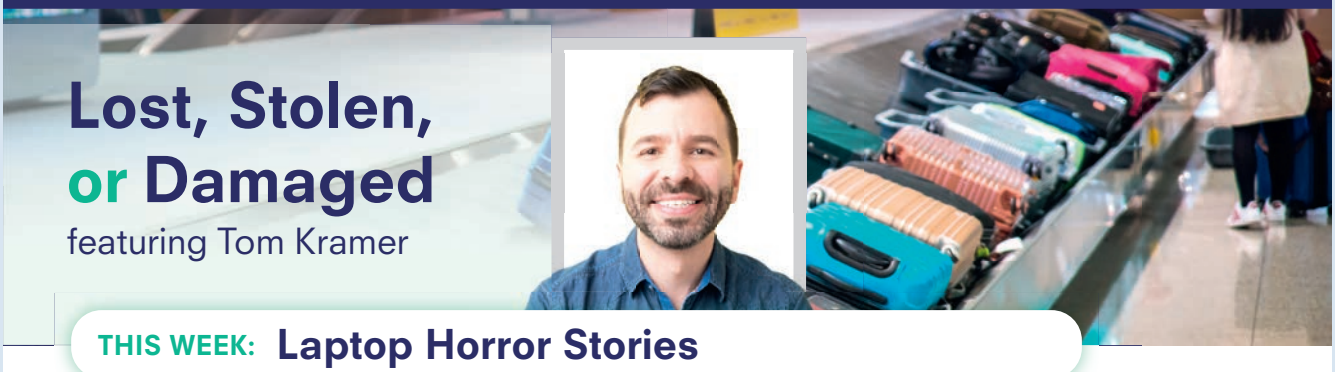
Watch the video for ideas!

3 COMMUNICATION GOAL

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

A READING | Read about two losses. Which do you think was worse?

Home About Discussion Contact



Lost, Stolen, or Damaged

featuring Tom Kramer

THIS WEEK: Laptop Horror Stories

Here are two tales about laptop disasters on the road.

Dear Tom,

I recently visited Peru on business and had an early morning flight from Lima to Trujillo, so I stayed in the airport hotel. I unfortunately overslept and ended up rushing through security to catch my plane. Of course, I had to remove my laptop from my carry-on for inspection. It wasn't until I unpacked my bag in Trujillo that I realized the laptop wasn't in it. And then it dawned on me: Duh! I must have forgotten to put it back in my bag at Lima security. Since I don't speak Spanish, I had a local colleague contact the airline, but no one had turned in the lost device. On my way back to Lima, I checked again. I was able to inquire in English, but there was no record of anyone having found it. I could just kick myself. If it hadn't been for oversleeping and rushing through security, this never would have happened. Do you have any suggestions to help me keep my wits about me next time?

Kim Ho-suk, Seoul, South Korea



Sorry to hear about your misfortune. If it makes you feel any better, the US Transportation Security Administration (TSA) reports that between $800,000 and $1,000,000 in loose change is left behind by passengers going through security in U.S. airports in a typical year. Other items typically left behind are belts, keys, glasses, and . . . yes, laptops. Seasoned travelers make a short mental checklist they automatically review before leaving security for their gate. (Laptop? Wallet? Phone? Keys? . . .) Even better, when you get around to replacing the device, consider getting laptop tracking software that will locate it for you if you ever get separated from it again. The extra cost is well worth it.

Dear Tom,

Two months ago, I was attending a conference in Los Angeles and I had a freak accident with my laptop. I needed to do some work in my hotel room, so I set up my laptop on the coffee table in front of the sofa. Fortunately, I got up to make myself a cup of coffee. I say fortunately because as soon as I got up a big chunk of the ceiling crashed down right onto my laptop! If it hadn't been for that cup of coffee, the ceiling would have fallen onto my head. I called the front desk, and they sent up a repair crew—for the ceiling. But my laptop? Since it's still working, they offered to pay for a repair instead of a replacement. Tom, don't you think that's wrong? The screen is badly cracked and it's an absolute mess.

Helena Elyakim, Minneapolis, US



Well, you can thank your lucky stars for that coffee break, but shame on the hotel for not offering to cover the cost of a replacement! Even though you apparently didn't insist, it's not too late. I suggest you get a lawyer to contact them. I'm sure the hotel has insurance to pay for damages they cause to property. In the meantime, let this be a warning to all our readers to always look around your hotel room for any potential problems—such as cracks in the ceiling! Good luck, and let me know if this gets resolved.

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

A READING

Suggested time: 15 minutes | Your time:

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

LANGUAGE AND CULTURE

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

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

B IDENTIFYING SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

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

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

C SUMMARIZE

Suggested time: 10 minutes | Your time:

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

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

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

D DISCUSSION

Suggested time: 10 minutes | Your time:

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

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

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

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

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

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

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

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


Remind Ss of additional reading practice in their digital resources.

B **IDENTIFY SUPPORTING DETAILS** | **Mark each statement T (true) or F (false). With a partner, correct the false statements, using information from the article.**

F 1 Mr. Kim had to rush through security because he left his laptop behind.
1. Mr. Kim had to rush through security to catch his plane.

F 2 Mr. Kim realized that his laptop was missing after he arrived at the hotel in Lima.
2. Mr. Kim realized that his laptop was missing after he arrived at the hotel in Trujillo.

T 3 Mr. Kim realized that he had forgotten to put the laptop back into his carry-on.

T 4 Mr. Kramer suggests a mental checklist to avoid leaving things behind.

T 5 Mr. Kramer points out that it's common for people to leave property behind at airport security.

F 6 Ms. Elyakim's hotel agreed to pay for a replacement laptop.
6. Ms. Elyakim's hotel agreed to pay for repairs to her laptop.

F 7 Mr. Kramer suggests Ms. Elyakim's situation is hopeless and she should just learn from the experience and buy a new laptop.
7. Mr. Kramer suggests Ms. Elyakim get a lawyer to contact the hotel.

C **SUMMARIZE** | **With a partner, take turns summarizing the two stories. Say as much as you can.**

D **DISCUSSION** | **Discuss the questions.**

1 What would you do if you discovered that your laptop was missing when you arrived at your hotel?
2 What do you think is a good method to avoid leaving things behind when you are distracted or in a hurry?
3 What do you think the hotel should have done in response to Ms. Elyakim's situation with the damaged laptop?

COMMUNICATION ACTIVATOR

Now let's talk about property lost, damaged, or stolen on a trip.

A **TALKING POINTS** | **Write notes about a time your property (or the property of someone you know) was lost, stolen, or damaged on a trip or a commute.**

What happened? I left my watch behind.
When? last year Where? at a hotel in Chicago
Write a brief summary and what the outcome was: I was in a hurry for my flight home and accidentally left it on the dresser. I contacted the hotel and they sent it to me the next day.

What happened?
When? Where?
Write a brief summary and what the outcome was:

B **DISCUSSION** | **Describe the events you wrote about in Talking Points. Ask about your partner's experience and discuss how to avoid having it happen again. (Option: Use the Unit 6 Soft Skills Booster, p. 159.)**

When did you discover that your watch was missing?

When I was in line at the airport, I looked at my wrist to check the time. and it wasn't there.

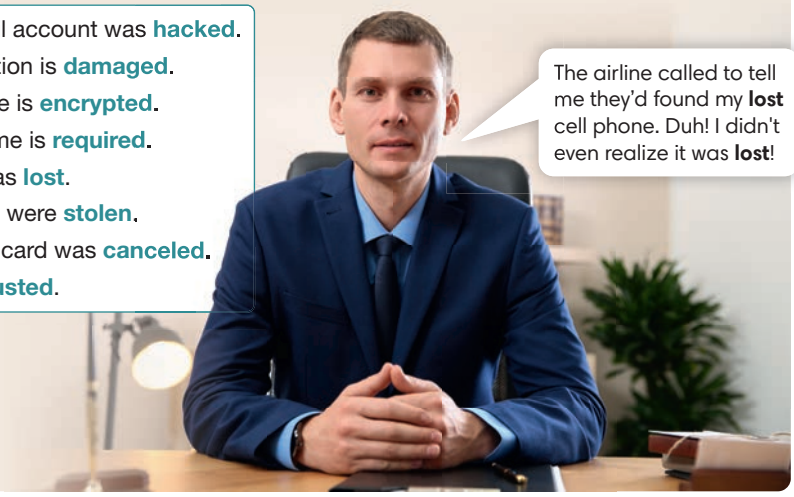
RECYCLE THIS LANGUAGE
I [lost it] for the umpteenth time!
What are the odds of that?
You can't beat [making a list].
Take my word for it. . . .



4 COMMUNICATION GOAL Discuss protecting Internet security

A **WORD STUDY | Participial adjectives as noun modifiers | The past participles of transitive verbs can function as noun modifiers. Read and listen. Then listen and repeat.**

a **hacked** email account → The email account was **hacked**.
a **damaged** reputation → His reputation is **damaged**.
an **encrypted** website → The website is **encrypted**.
a **required** username → The username is **required**.
a **lost** password → The password was **lost**.
stolen credentials → The credentials were **stolen**.
a **canceled** credit card → The credit card was **canceled**.
a **trusted** source → The source is **trusted**.



PRONUNCIATION LESSON p. 139
- Regular past participle endings
- Reduction in perfect modals

B **WORD STUDY PRACTICE | Rewrite each sentence that contains an underlined pronoun, using a participial adjective as a noun modifier.**

I asked the hotel to replace my damaged laptop.

1 (My laptop was damaged.) I asked the hotel to replace it.

2 (Her identity was stolen.) She repaired it by going through a lot of complicated steps.
She repaired her stolen identity by going through a lot of complicated steps.

3 (The plane was delayed.) It caused us to miss our connecting flight.
The delayed plane caused us to miss our connecting flight.

4 (The hotel Wi-Fi was broken.) I couldn't log on to it for two hours.
I couldn't log on to the broken hotel Wi-Fi for two hours.

5 (My phone was lost.) I told the airline about it as soon as I arrived.
I told the airline about my lost phone as soon as I arrived.

C **LISTEN FOR MAIN IDEA | Listen to Part 1 of a podcast interview. What's Steve Lingen's main idea?**

☐ 1 When credit card fraud is detected, your card is canceled and replaced.
☑ 2 Sending personal information over the Internet can be dangerous.
☐ 3 Some people use the same username and password across many sites.

D **UNDERSTAND FROM CONTEXT | Read the words and phrases. Then listen to Part 1 again and, with a partner, explain the meaning of each one.**

Possible answers:

1 connectivity
1. being connected online

2 a fraud alert
2. a notice from our bank or credit card company that our money may have been accessed by someone else

3 log-on credentials
3. username and password

4 identity theft
4. when someone uses someone else's log-on credentials and personal information to impersonate them online, usually to steal their money

E **LISTEN TO CONFIRM CONTENT | Now listen to Part 2 of the podcast. Mark each of the following statements T (true), F (false), or NI (no information).**

T 1 Encrypted information is unintelligible.
T 2 Unintelligible information is inaccessible to hackers.
F 3 The three main ways we access the Internet while traveling are never secure.
NI 4 Airport public Wi-Fi hotspots are safer than the ones in cafés.
T 5 Hotel Wi-Fi networks can be safe, but it's impossible to know.
T 6 A VPN is worthwhile for people who travel a lot.
F 7 Malware can protect your device from hackers.

LESSON 4 Discuss protecting Internet security

A WORD STUDY

Suggested time: 5 minutes | Your time:

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

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

PRONUNCIATION LESSON (optional, page T139–140)

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

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

C LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

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

LANGUAGE NOTES

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

D UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

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

E LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

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

LANGUAGE NOTES

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

F LISTEN FOR SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

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

Possible answers for Exercise F

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

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

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

B GROUP WORK

Suggested time: 15 minutes | Your time:

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

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ sharing any steps they added to the chart
✓ explaining their views
✓ using participial adjectives correctly

WRITING HANDBOOK (optional, page T149)

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

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

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

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

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

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

F LISTEN FOR SUPPORTING DETAILS | **Discuss these questions with a partner. Listen to Part 2 again to confirm your conclusions.**

See page T65 for possible answers.

1 Why should you not log on to financial institutions and online retailers while you're on a public Wi-Fi?
2 Why should we not assume a hotel's Wi-Fi network is secure?
3 What are three possible consequences of providing information on an unencrypted site?
4 What are two common ways you might enable hackers to install malware on your device?

COMMUNICATION ACTIVATOR

Now let's discuss protecting Internet security.

A TALKING POINTS | **Complete the chart by indicating your Internet habits at home or on the move.**

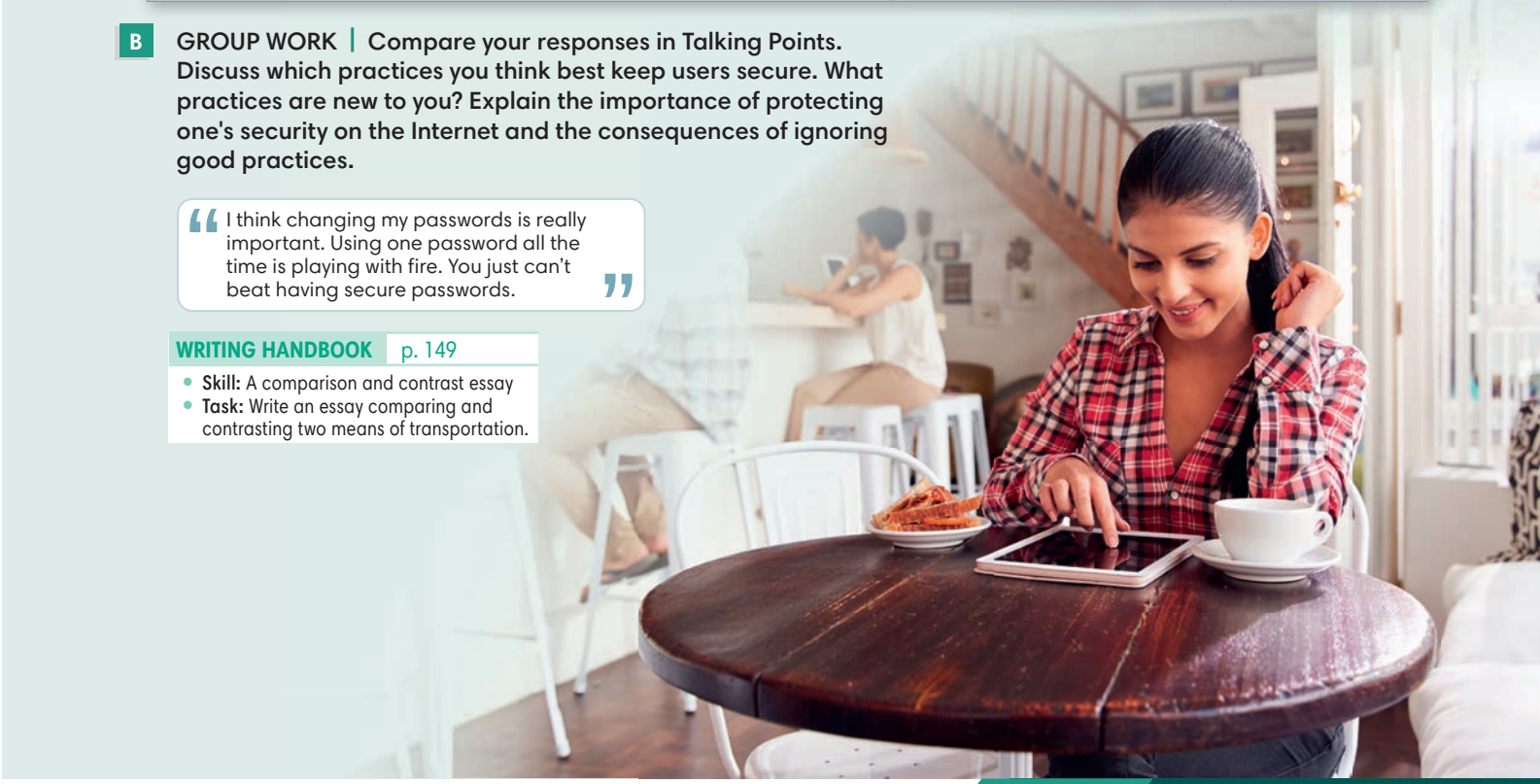
	Always	Sometimes	Never or rarely
I use public Wi-Fi hotspots.			
I check to see if the websites I visit are encrypted.			
I use a different password for each site that requires one.			
I use two-factor authentication.			
I use a password manager.			
I set my portable devices to automatically connect to Wi-Fi in the area.			
I set my device to automatically remember and fill in my passwords.			
I take actions to protect myself from identity theft.			
Add any other steps you take (or think you should take):			

B GROUP WORK | **Compare your responses in Talking Points. Discuss which practices you think best keep users secure. What practices are new to you? Explain the importance of protecting one's security on the Internet and the consequences of ignoring good practices.**

> "I think changing my passwords is really important. Using one password all the time is playing with fire. You just can't beat having secure passwords."

WRITING HANDBOOK p. 149

- **Skill:** A comparison and contrast essay
- **Task:** Write an essay comparing and contrasting two means of transportation.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe how I deal with commuting.
- ☐ Help others avoid hassles while traveling.
- ☐ Talk about property lost, damaged, or stolen on a trip.
- ☐ Discuss protecting Internet security.

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

Soft Skills Workshop 3

A Sales Presentation

Outcome

You will make a sales presentation to convince people to buy a product or service.

1 TEAMWORK Choose a type of product or service and describe its features.*

Choose one of the products or services in the photos below for your team's sales presentation.

Create a name for the product or service, e.g., the name of your hotel.

Brainstorm the profile of your target clients and list the features you think would be appealing to them. Concentrate on ones you think are unique or better than competing products or services, e.g. *The Splendid Hotel has its own private air taxi.*

Tips for TEAMWORK

Respectfully confirm understanding of your colleagues' ideas.

If I understand correctly, you think ___ . Right?
Correct me if I'm wrong, but do you mean ___ ?
Let me get this straight. Are you saying that ___ ?



a dental clinic



an airline



a private language school



a virtual psychotherapist



a resort hotel

***a feature:** what a product or service has, is, or does

Tips for COLLABORATION

Provide constructive feedback.

I love [your benefit statement], but you might want to ___ .
This is very good. However, I wonder if it would be [clearer] if ___ .
I think [that]'s great, but I wonder if it would be better to ___ .
That's so well said. I couldn't have done better myself.

2 COLLABORATION Create benefit* statements for each feature.

Discuss and agree on the three to five most appealing features you identified in Activity 1. Support your reasoning with examples.

In pairs, draft at least one benefit statement for each feature and write it on the board, a screen, or a shared piece of paper. For example, *The Splendid Hotel has a private air shuttle to the international airport* [feature], *so you'll never miss your flight back home.* [benefit]

Take turns reading each pair's benefit statements aloud to the team. Decide which benefits would be the most convincing to your clients. Revise any statements that could be improved.

***a benefit:** how the feature will make a client's life better or prevent something bad from happening

Soft Skills Workshop 3: A Sales Presentation

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

1 TEAMWORK

Suggested time: 40 minutes | Your time:

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

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

2 COLLABORATION

Suggested time: 30 minutes | Your time:

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

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

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

3 PRESENTATION

Suggested time: 20 minutes | Your time:

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

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

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

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

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

TEACHING TIPS

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

3 PRESENTATION

Rehearse the sales presentation and present it to the class.

Rehearse: Elect an "announcer" who will tell the class what product or service your group is presenting. Brainstorm a short script for the announcer.

Decide which team member will present each feature and benefit. Decide on the order in which the features will be presented. Resequence them during the rehearsal if necessary.

Practice the presentation several times so you will sound convincing and enthusiastic and won't need to read your notes.

Present: Present your product or service to the class. Make sure the audience is convinced you believe in what you are saying. At the end, have the "announcer" make a brief summary of the features and benefits that were presented.

Tips for PRESENTATION

- **Act as if the audience were potential clients of your team's product or service. Describe the features and benefits with enthusiasm.**
- **Speak slowly and clearly so the audience can understand the connection between each feature and benefit.**
- **Make eye contact from person to person in the audience.**
- **Ask for confirmation from time to time.**
  Does that make sense?
  How does that sound?
  Is that important to you?

EVALUATE

Improve your presentation skills.

Use the Key to answer the questions and evaluate each sales presentation. Discuss strengths and weakness and make suggestions about how each presentation might be improved.

- ☐ Did the presenters make a strong argument for why their product or service was better than what their competition offered?
- ☐ Did the presenters speak slowly enough to make the connection between each feature and benefit clear?
- ☐ Did the presenters speak with enough enthusiasm to convince the audience that they believed what they said about the product?
- ☐ Did the presenters ask the audience to confirm they were addressing their needs?
- ☐ Did the final presenter remind the audience of the product or service's most important features and benefits in the summary?

KEY

Y = yes
U = usually
S = sometimes
N = no



UNIT 7

Belief and Reality

PREVIEW

A FEARS AND PHOBIAS | **Listen to a description of fears and phobias. What's the difference between a fear and a phobia?** *A fear is a response to a real danger. A phobia is an exaggerated response to something that presents no real danger.*

B ZOOM-IN | **Read and listen to a conversation about a situation that might be too good to be true. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Dan = American English (standard)
Eliana = Portuguese



Dan: Hey, Eliana, got a minute? I'd like to run something by you . . . get your opinion.

Eliana: Sure, Dan. What's up?

Dan: So, Kate and I went to Florida for the weekend last Friday, and at the airport we were offered a free day pass to a resort on Saturday: lunch, access to their private beach, etc. There was only one catch: We had to take a tour of one of their model apartments and listen to a sales pitch.

Eliana: Uh-oh. This raises a red flag for me. Whenever I hear about a "free lunch," I think of that old saying, "There's no free lunch."

Dan: Understood. Anyway, the resort people sent a limo to pick us up, took us to the resort's restaurant for a gorgeous lunch, showed us to the beach . . . just as they had promised.

Eliana: So far so good. Then what?

Dan: And, as agreed, at the end of the day, they showed us an awesome model apartment and photos of some others. The prices were surprisingly low, but they explained it was a special offer since construction is still underway.

Eliana: Let me guess. You had to decide right away.

Dan: That's right. By this Friday, and then the price goes up.

Eliana: Pressure tactics. Never a good sign.

Dan: That's true, but it sounds like a great deal. You don't actually buy the apartment in the traditional sense. It's a "time share." You buy the rights to use it for two months out of the year. Other people buy the other months. And if you decide you don't want to use it for your two months, you can rent it out to someone else to cover the cost of your mortgage—maybe even make a little money.

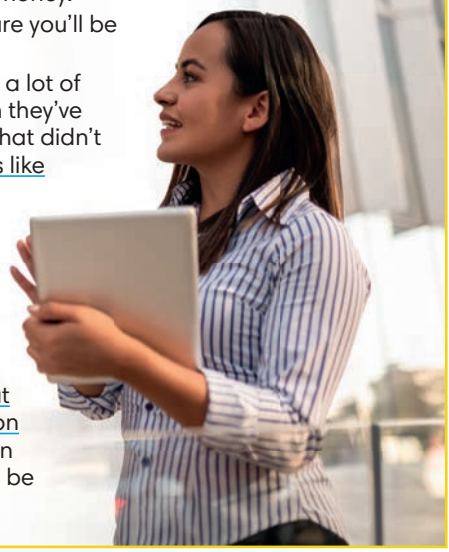
Eliana: But how can you be sure you'll be able to rent it?

Dan: Well, the company owns a lot of properties, and they claim they've never had an apartment that didn't get rented. It really sounds like a safe bet.

Eliana: Dan, I'd take that claim with a grain of salt.

Dan: What could go wrong? The place is awesome and the rental is guaranteed.

Eliana: I hate to say it, but that might be wishful thinking on your part. Sometimes when an offer looks too good to be true, it is.



C UNDERSTAND FROM CONTEXT | **Find a featured sentence in Zoom-In with a similar meaning.**

1 I would be suspicious of that. *I'd take that with a grain of salt.*
2 This makes me worry about something. *This raises a red flag for me.*
3 There was a downside. *There was only one catch.*
4 You might be hoping it's true without really knowing if it's realistic. *That might be wishful thinking on your part.*
5 I don't think there's any way I could lose. *It really sounds like a safe bet.*
6 I'd like your opinion about something. *I'd like to run something by 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, discuss the questions.** *Possible answers:*

1 What's the difference between buying and owning an apartment and buying a time share in an apartment?
2 How do you think Dan should proceed in deciding whether the offer is truly a good deal?

1. When you buy a house or apartment, you own the house all the time from then on. When you buy a time share, you only own it for certain months out of the year. Other people buy and own it for the other months.
2. He should ask for proof that the apartments always get rented.

Unit 7 Belief and Reality

PREVIEW	Students listen to a description of fears and phobias, read and listen to a conversation about a situation that might be too good to be true, and take a self-test about illusions.	
LESSON 1 **Describe a scam**	***Grammar***	Nouns: indefinite, definite, unique, and generic meaning (review and expansion)
LESSON 2 **Describe fears and phobias**	***Grammar***	Reporting beliefs: *It* + a passive reporting verb
	Word Study	Noun and adjective forms
LESSON 3 **Talk about the power of suggestion**	***Reading skills***	Understand from context; Infer information
LESSON 4 **Discuss superstitions**	***Vocabulary***	Superstitions
	Listening skills	Listen for main idea; Listen for details; Listen to confirm content

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

Preview

A FEARS AND PHOBIAS

Suggested time: 5 minutes | Your time:

- Ask Ss the target question. Elicit answers.
- Have Ss listen to the description and answer the question. Go over the answer with the class.
- To check comprehension, ask: *What might happen to our bodies when we feel fear?* (heartbeat gets faster, throat goes dry, sweating increases) *What does the "flight or fight" response do?* (prepares us to either protect ourselves from danger or to run away to avoid harm)

LANGUAGE NOTES

- Something that *makes your blood run cold* is extremely frightening.
- In this context, a *built-in* system is a natural one, part of the normal functions of the body.
- If you *go to great lengths* to do something, you make an extreme effort to achieve something.
- If you *are out of your mind*, you are crazy or confused.
- If people do something bad *behind your back*, they do it without you knowing about it.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the meaning of *too good to be true.* (so good that you can't believe it is real)
- Ask, *What are they talking about?* Have Ss skim the conversation and answer. (an offer to buy a time share)
- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What did the resort do first when Dan arrived in Florida?* (picked him up with a limo, gave him lunch, took him to their beach) *What did they do at the end of the day?* (showed him a model apartment, photos of others, and offered him a low-price time share) *Does Eliana think it's a good offer?* (no) *Why?* (It seems too good to be true.)

LANGUAGE NOTE *There's no (such thing as a) free lunch* means that nothing good is ever really given away without cost.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss do the activity. Then check answers.
- Then ask, *Which expressions indicate a negative feeling?* (take with a grain of salt, raise a red flag, one catch, wishful thinking) *Which is positive?* (a safe bet)

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

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

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Give Ss time to think about their answers before they discuss their views in pairs.
- Ask volunteers to share their answers with the class.

F TALKING POINTS

Suggested time: 15 minutes | Your time:

- Read the instructions at the top of the test. Tell Ss they will have one minute to look at each image and then one minute to write a description of it.
- Set a timer for one minute. Tell Ss to stare at Image A. Start the timer. After one minute, say: *Now describe Image A.* Give Ss one minute to write their description. Repeat the process for images B–G.
- Have Ss compare answers with a partner.
- Then have volunteers read the upside-down answers at the bottom of the test.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss write a definition of the word *illusion.* (Possible answer: something that the mind interprets differently than it is in reality)
- Ask volunteers to share their ideas.

OPTION (+10 minutes) In pairs, have Ss try to explain how each illusion in Exercise F was created. (For example: In image A, the man is close to the camera and the woman is far from it.) If appropriate, allow them to research the explanations online. Have volunteers share their ideas with the class.

LANGUAGE AND CULTURE Some optical illusions use color, light, or patterns to create images that confuse the brain. The eyes see the image and send a message to the brain, but the brain misinterprets the information, creating the false perception.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the questions. Have a volunteer read the list of items. Check understanding of *cash bribe* (money you give someone illegally to convince them to do something for you) and *dating website* (a website that helps people meet others for romantic relationships).
- Give Ss time to think about their answers.
- Do the first item as a class. Ask Ss, *Who would not believe it?* and ask for a show of hands. Then ask Ss who raised their hands to explain why.
- In pairs, have Ss discuss which items they consider less believable and explain why. Monitor and assist as needed.
- Bring the class together. For each item, ask volunteers to explain why they would not trust it.

LANGUAGE NOTE We use the proverb *seeing is believing* (or *I'll believe it when I see it*) to say that we will only believe something when we actually see it.

OPTION (+5 minutes) Ask Ss to discuss in pairs or as a class what they would do to confirm if the information in each item was trustworthy or not. (For example, for the first item, they could check other reliable news sites to confirm if they have the same photo and information.)

EXTENSION (+5 minutes) Write these quotations on the board:
"Losing an illusion makes you wiser than finding a truth."
(Ludwig Börne, 1786–1837, German journalist)
"We live in a fantasy world, a world of illusion. The great task in life is to find reality."
(Iris Murdoch, 1919–1999, British novelist and philosopher)
Have Ss discuss their meanings in pairs or small groups.

UNIT 7
COMMUNICATION GOALS

Lesson 1 **Describe a scam**
Lesson 2 **Describe fears and phobias**
Lesson 3 **Talk about the power of suggestion**
Lesson 4 **Discuss superstitions**

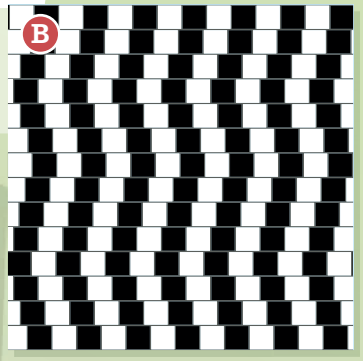
F TALKING POINTS | Take the illusions self-test.

Stare at each image for one minute. Describe what the illusion is. Then check your answer.

A



B



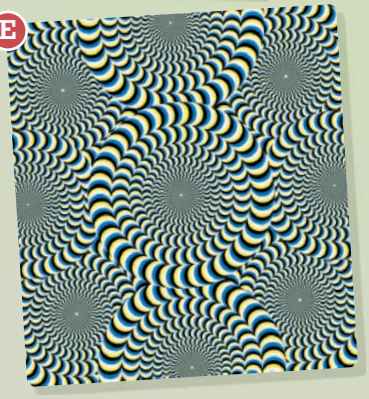
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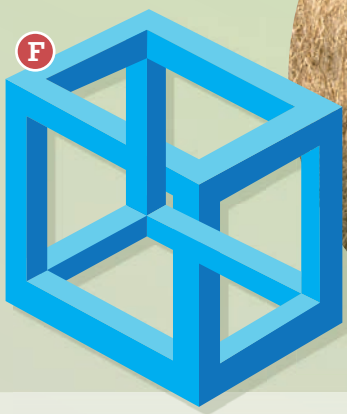
D



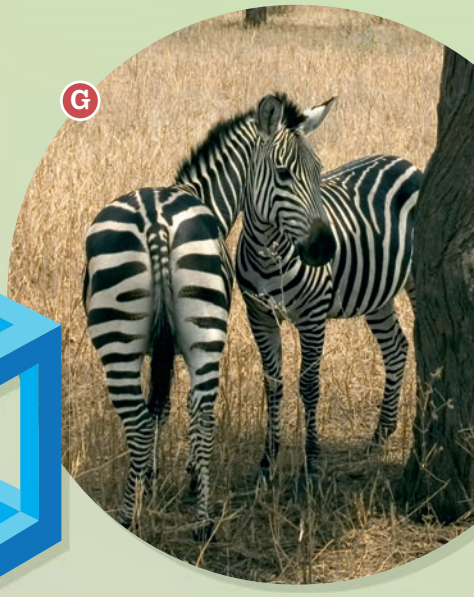
E



F



G



Answers

A. Two people of impossibly different sizes appear to be interacting with each other. **B.** The horizontal lines appear to be sloping, creating uneven rows. But the lines are actually parallel. **C.** If we count the boards on their left side, there appear to be seven, but when we count them on the right side there appear to be five. **D.** We see half a woman's face. Depending on how we look at it, she appears either to be looking out at us or in profile, looking to the right. **E.** The image appears to be moving, but it isn't. **F.** Part of the image that should be in the back appears to be in the front. **G.** There are two zebras, but we only see one head. Depending on how we look at the image, the head appears to belong to the zebra on the left or the one on the right.

G PAIR WORK | Together write a definition of the word "illusion." (Option: Try to explain how each illusion in Talking Points was created.)

START TALKING

PAIR WORK

1 It's said that "seeing is believing," but can we trust our first perceptions? Why or why not?

2 Which of the following would you take with a grain of salt? Explain why.

- a photo on your favorite news site that shows a politician accepting a cash bribe
- a TV documentary about governmental corruption
- a surprise email announcing you've won a large prize
- a text, email, or call from a relative in trouble, asking for cash
- a profile photo of a person on a dating website

1 COMMUNICATION GOAL Describe a scam

A GRAMMAR | Nouns: indefinite, definite, unique, and generic meaning (Review and expansion)

A noun (or noun phrase) is "indefinite" when it doesn't refer to a specific person, place, thing, or idea. Use the indefinite articles (a / an) with indefinite singular count nouns. Don't use articles with indefinite non-count nouns.

You can get **a vacation house** for very little money. [indefinite: not a specific vacation house]

A noun (or noun phrase) is "definite" when it refers to a specific person, place, thing, or idea. An indefinite noun becomes definite when mentioned a second time. Use the definite article (the) with definite singular and plural count nouns and with definite non-count nouns.

We're going to **the vacation house** we told you about. [definite: a specific vacation house]
We bought a new car, but **the car** was a piece of junk. [definite: second mention]

A count or non-count noun can represent a person, place, thing, or idea that is unique; in other words, there's only one. Use the.

The theory of relativity was developed by Albert Einstein. [It was his theory, no one else's.]
Some people mistakenly think climate change isn't affecting **the environment**. [It's the Earth's environment, not another one.]

Count nouns can be used in a generic sense to represent all members of a class or group of people, places, or things. There are three ways a noun can be used generically, with no difference in meaning.

Elephants are
An elephant is } believed to bring good luck.
The elephant is

Remember:
Non-count nouns name things you cannot count. They are neither singular nor plural, but they always use a singular verb.
Common categories of non-count nouns are abstract ideas, sports and activities, illnesses, academic subjects, and foods.

GRAMMAR EXPANDER p. 128
- Article usage: summary
- Definite article: additional uses
- Non-count nouns with both a countable and an uncountable sense

B UNDERSTAND THE GRAMMAR | Read each statement and choose the phrase that describes the underlined word or phrase.

1 The offer in the email seemed too good to be true.
a refers to offers people receive in general
b refers to a specific offer received in an email

2 My family thinks pizza should be made from all organic ingredients.
a refers to all pizzas
b refers to some pizzas

3 The president will sign the law that was just passed.
a refers to a specific president
b refers to presidents generically

4 A president can sign laws that have been passed.
a refers to a specific president
b refers to presidents generically

5 Fire is one of the greatest dangers to old wooden houses.
a refers to fire in general
b refers to a specific fire

6 It used to be thought that the cat was domesticated by humans, but this turns out not to be true.
a refers to a specific cat
b refers to cats in general

C GRAMMAR PRACTICE | Complete the statements about doubtful advertising claims. Insert a, an, or the before a noun or noun phrase where necessary. Write X if the noun shouldn't have an article.

1 ...A... British company claims to have invented ...a... machine that allows ...X... people to talk with their pets. ...The... company says ...the... machine, called the PetCam, will be available later in ...the... year.

2 It's well known that ...X... carrots are a good source of ...X... vitamins. In fact, ...X... research has determined that drinking ...a... glass of carrot juice every day can add ...X... years to your life.

3 ...The... WeightAway diet plan promises to help you lose ...X... weight fast. ...The... company guarantees that people following ...the... plan can lose up to 10 kilograms per week.

4 Last week, the news reported that thousands of people had sent ...X... money to ...an... organization advertising a shampoo that ...the... organization claimed would grow ...X... hair overnight.

D GRAMMAR PRACTICE | With a partner, create sentences for two of the following nouns used in a generic sense: car, shoe, scam, horse.

LESSON 1 Describe a scam

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the lesson title. Elicit the meaning of *scam.* (a dishonest scheme or plan, usually to get money)
- Read the first rule about indefinite nouns. Have a volunteer read the example sentence. Ask, *Is the reference to a specific vacation house?* (no) *Is* vacation house *a count or non-count noun?* (count) Elicit an example of an indefinite non-count noun used in the same example sentence. (money)
- Read the **Remember** note. Elicit an example of each category of non-count nouns listed. (For example: trustworthiness, basketball, pneumonia, geography, rice)
- Read the rule about definite nouns and the example sentences. Ask, *Why is the article* the *used in the example sentences?* (*The vacation house* refers to a specific thing in the first sentence. *The car* is a second mention in the second sentence.)
- Read the rule about uniqueness and the example sentences. Elicit or suggest other examples of nouns that represent something unique, such as *the moon* or *the Internet*.
- Read the rule about generic use and the examples. Point out that each example has the same meaning. Write on the board: *Tigers are dangerous creatures.* Have a volunteer express the same meaning using *the tiger* and *a tiger.* (The tiger / A tiger is a dangerous creature.)

GRAMMAR EXPANDER (optional, pages T128–130)

B UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Ask Ss to complete the exercise individually and then compare their answers in pairs.
- Go over the answers as a class.

OPTION (+5 minutes) Write on the board: *indefinite*, *definite*, *unique*, *generic.* Then ask volunteers to identify what type of noun each item is. (1. definite, 2. indefinite / generic, 3. definite, 4. indefinite / generic, 5. indefinite / generic, 6. generic)

CHALLENGE (+10 minutes) Ask Ss to change each sentence to illustrate the alternate answer with the same noun. Do the first item as a class. Ask, *How can we change the first sentence to be generic?* (make it plural / replace *The* with *An*) Write on the board: *Offers in the mail seem too good to be true. / An offer in the mail seems too good to be true.* Have Ss rewrite the remaining sentences individually or in pairs. (Possible answers: 2. My family thought the pizzas were made from all organic ingredients. 3. Presidents usually sign laws that were just passed. 4. The president can sign the laws that have been passed. 5. The fire is one of the greatest dangers to these old wooden houses. 6. We thought the cat we adopted had been domesticated, but this turned out not to be true. It was a wild cat!)

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit the meaning of *doubtful advertising claims.* (information from commercials that is hard to believe or not likely to be true)
- Write on the board: *Is the noun indefinite / definite / unique / generic? Is it the second mention?* Prompt Ss with questions if they need help completing the exercise. Monitor and assist as needed.
- Go over the answers as a class. Have Ss explain their decision for each sentence. (1. *A British company*: indefinite; *a machine*: indefinite; *people*: generic; *The company:* definite / second mention; *the year*: definite; 2. *carrots*: generic; *vitamins*: generic; *research*: indefinite; *a glass*: indefinite; *years*: indefinite; 3. *The WeightAway diet plan*: definite / unique; *weight*: indefinite; *The company*: definite; *the plan*: definite / second mention; 4. *money*: indefinite; *an organization*: indefinite; *the organization*: definite / second mention; *hair*: indefinite / generic)

EXTENSION (+10 minutes) In pairs or small groups, have Ss discuss these questions for each item: *Do you think this is true? Why or why not?* Monitor for correct use of articles as Ss discuss. Ask volunteers to share their views with the class.

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs to write sentences with two of the nouns. Monitor and assist as needed.
- Ask volunteers to share their sentences with the class.

OPTION Challenge higher-level Ss to write one sentence for each of the four nouns.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss read about the types of scam silently. Check comprehension.
- Give Ss time to recall and write about a different type of scam they've heard about.
- In pairs, have Ss discuss why people fall for each type of scam. Remind them to tell their partner about the other type of scam they wrote about. Monitor and assist as needed.
- Ask volunteers to share their ideas with the class.

OPTION (+5 minutes) If Ss have difficulty recalling a different type of scam, allow them to search for these online.

OPTION (+10 minutes) Ask Ss to share the other scams they wrote about and discuss them with the class.

LANGUAGE AND CULTURE

- *Legal expenses* are the costs, such as fees, of paying for the lawyers and / or the court in a legal case.
- *Charity work* is unpaid work you do to help others.

B CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Indicate you've guessed someone's news with *Don't tell me . . .*
- Say *Why am I not surprised?* to suggest an outcome should have been predictable
- Respond to a question with *Don't ask* to imply that the answer will be disappointing
- Begin a statement with *Let's just say . . .* to indicate you're going to make a long story short

- Have Ss look at the photo. Ask, *Do you think they are talking about something positive or negative?* Elicit ideas.
- Have Ss read and listen to the conversation.
- To check comprehension, ask, *What happened to Pat?* (He fell for the romance scam. He fell in love with someone online, sent the person money, and then never heard of the person again.) *Is Speaker B surprised by what happened?* (no)
- Draw Ss' attention to the **Social language** box. Ask, *When do we use the phrase* Don't tell me . . .*?*

C PRONUNCIATION PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss listen to the conversation again and repeat each line. Make sure they stress *exactly* in *That's exactly what happened* and use rise-fall intonation in *Why am I not surprised?*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions. Instruct Ss that they will use the Conversation Model and one of the Talking Points scams to create and role-play their own conversation.
- Go over the ideas in the **Keep Talking!** box and play the to support Ss as they extend their conversations.
- Go over the **Recycle This Language** box. Encourage Ss to use the sentences in their conversation.
- In pairs, have Ss create and role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using a different scam, before changing partners.

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

✓ using indefinite, definite, unique, and generic nouns correctly

✓ changing roles and partners, and talking about different scams

OPTION (+5 minutes) Invite volunteers to perform one of their conversations for the class.

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) Ask Ss to copy the text they wrote about a different scam in Talking Points. Then ask them to write why they think people fall for this scam. If Ss didn't write their own example of a scam in Talking Points, ask them to write about one of the four scams described. Collect Ss' texts and read them to identify areas for review and extra practice.

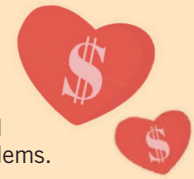
Remind Ss of additional grammar and speaking practice in their digital resources.

Now let's describe a scam.

A **TALKING POINTS | Read about four international scams. Add one of your own if you can. With a partner, discuss why you think people fall for each scam.**

Romance scam

Someone you haven't met in person offers friendship, romance, and / or marriage. Shortly after, the person asks for money for hospital bills, legal expenses, or some other sudden problems.



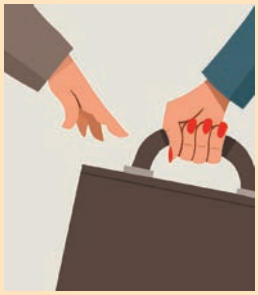
Grandparent scam

A person contacts grandparents and claims to be their grandchild or other family member who needs money right away for an emergency. The scammer asks the grandparent to keep it a secret.



Drug trafficking scam

Someone offers you a job overseas, the opportunity to do charity work, or requests that you transport documents or other items for him or her. The scammer offers to pay travel expenses and offers free luggage. What you don't know is that the luggage contains drugs.



Foreign lottery scam

Someone informs you that you've won prize money in a foreign lottery, but that you must pay taxes and other fees before you can collect your money.



Another scam you've heard of

_____

_____

_____

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

A: Did you hear what happened to Pat?
B: No, what?
A: He wanted to meet someone, so he went on an international dating site.
B: Oh, no. Don't tell me he fell for the romance scam—the one where you fall in love online . . . but then the person needs money?
A: That's exactly what happened! She said she had to have a medical procedure, so he sent her a bunch of money to help out. He hasn't heard a thing from her since.
B: Why am I not surprised? How much did he lose?
A: Don't ask. Let's just say he's learned a lesson.
B: Right. I wonder why he fell for it in the first place.

Social language
Indicate you've guessed someone's news with "Don't tell me ___ ."

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

D **IN YOUR OWN WORDS | Role-play a conversation similar to the one in Exercise B, using one of the scams from Talking Points or another scam you know. Start like this: *Did you hear what happened to . . .?* Be sure to change roles and then partners. (Option: Use the Unit 7 Energizer Worksheet.)**

KEEP TALKING! ●●●

- **Say more about what happened.**
- **Speculate about why the person fell for it.**
- **Talk about other scams you know about.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

There was one catch.
There's no free lunch.
That should have raised a red flag.
People can be so gullible.
It was wishful thinking on [his] part.

We all need to be a bit skeptical.
We need to take things like that with a grain of salt.
That seems a little fishy.
It doesn't add up.



2 COMMUNICATION GOAL Describe fears and phobias

A GRAMMAR CLOSE-UP | Read and listen to two people talk about their phobias. Notice the featured grammar.


Elliot Phillips, 26

"I got stuck on an elevator when I was eleven and ever since then, I've been terrified of being in one—or in any small or crowded spaces. No matter that elevators and small spaces don't pose any real danger—what I have is more than plain old fear. I have claustrophobia—an *irrational* fear. So the danger is all in my mind. It used to be believed that phobias would invariably be a lifelong problem, but it's now understood that certain types of therapy can actually cure them, and I'm in something called "exposure therapy." In my therapy, I'm forced to repeatedly confront my claustrophobia by spending short periods of time in small or crowded spaces and seeing that nothing bad happens. It's estimated that exposure therapy can take a few months to work. Wish me luck!"

"I used to have acrophobia. But now I'm over my fear of heights. Well, I shouldn't call it fear. It was a full-blown phobia. I used to have to make excuses any time I needed to go above the second floor of a building. And airplanes? Forget about it. Only a few years back, it was thought that acrophobia was incurable except through exposure therapy, but when I heard about that, I said no thanks—too scary. But then someone told me about "counter conditioning." Apparently, it's been argued that it can be equally effective, so I changed my mind. I was taught to substitute relaxation techniques for my anxiety, and that did the trick! Guess what? I'm flying to the Grand Canyon tomorrow and plan to ride a donkey down the trails, from the heights down into the valley below. Can you believe it?"


Brooke Dawson, 34

B PAIR WORK | Discuss the questions.

Possible answers:

1 In your opinion, can a phobia ever be a rational (as opposed to an irrational) fear? Explain.
1. By definition, no. But sometimes an extreme fear that people obsess about might make sense, such as a fear of snakes in an area where there are many of them and being bitten is not impossible.

2 Do you have any fears? Do you know anyone with a full-blown phobia?
2. Answers will vary.

C GRAMMAR | Reporting beliefs: It + a passive reporting verb

To report what is often or generally said or believed (but which you don't know to be true or you are not personally asserting), use it + the passive form of a reporting verb. Follow with a noun clause beginning with that. As in indirect speech, the verb tense in the noun clause reflects the meaning being expressed. This structure is common in news reports and formal writing.

It's said that phobias **are** common.
It was widely **believed that** some phobias **were** incurable.
Before effective therapy became available, **it had been estimated that** more than 80% of phobics **had** never **tried** to overcome their fears.
It might be argued that some therapeutic techniques **are** just too frightening for the average phobic.
It used to be felt that one **would** just **have to live** with a phobia, no matter how much inconvenience it caused.

Common reporting verbs

argue	estimate
assert	feel
assume	hold
believe	say
claim	think

Remember: You can also report generalized statements and beliefs with people and they:
People [or **They**] **say** arachnophobia—an irrational fear of spiders—is pretty common.

GRAMMAR EXPANDER p. 130
Passive reporting verbs with an infinitive phrase

D GRAMMAR PRACTICE | On a separate sheet of paper, replace the subject and active reporting verb in each statement with it + a passive reporting verb.

1 They claim that a phobia is an extreme irrational fear.
1. It is claimed that a phobia is an extreme irrational fear.
2 People now believe that there is hope for many phobics.
2. It is now believed that there is hope for many phobics.
3 They used to say that exposure therapy was more difficult to endure than counter-conditioning.
3. It used to be said that exposure therapy was more difficult to endure than counter-conditioning.
4 They say that some phobias last a lifetime.
4. It is said that some phobias last a lifetime.
5 Some assert that therapy for phobias isn't worth it and that it's better just to accommodate the fear by avoiding what gives you such extreme anxiety.
6 In the past, they estimated that approximately 10% of people in the U.S. suffered from phobias.
5. It is asserted that therapy for phobias isn't worth it and that it's better just to accommodate the fear by avoiding what gives you such extreme anxiety.
6. In the past, it was estimated that approximately 10% of people in the U.S. suffered from phobias.

LESSON 2 Describe fears and phobias

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the texts and notice the underlined grammar.
- To check comprehension, write this chart on the board:

	Elliot Phillips	*Brooke Dawson*
name of phobia		
fear of		
name of therapy		
how therapy works		

- In pairs, have Ss complete the chart.
- Go over the answers as a class. (Elliot: claustrophobia; small or crowded places; exposure therapy; he spends short periods of time in small or crowded spaces to see that nothing bad happens; Brooke: acrophobia; heights; counter conditioning; she uses relaxation techniques when she is anxious)

LANGUAGE NOTES

- When Elliot says he has more than *plain old* fear, he means he doesn't have just "simple" fear.
- A *full-blown phobia* is one at its most advanced stage.
- The expression *Forget about it* is often used after a rhetorical question to indicate that what was just mentioned is extreme or unconceivable. In the text, Elliot says that it was already difficult for him to go above the second floor of a building. To fly on a plane would be simply impossible.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the questions. Give Ss time to think about their answers.
- In pairs, have Ss discuss their answers. Monitor and assist as needed.
- Ask volunteers to share their answers with the class.

TEACHING TIP If Ss feel uncomfortable talking about their own fears or those of someone close to them, suggest they either avoid naming the other people or talk about famous people.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the rule. Write the first example on the board. Ask, *What is the reporting verb?* (is said) *What is the verb in the noun clause?* (are) Repeat with the second example (was . . . believed; were). Reiterate that, as in reported speech, the verb in the noun clause reflects the tense of the reporting verb (in the first case, simple present; in the second, simple past).
- Ask Ss to identify the tense of each reporting verb in the remaining examples. (*had been estimated*: past perfect passive; *might be argued*: present modal passive; *used to be felt*: past passive with *used to*) Then tell them to notice the verb tense in each noun clause.
- Have a volunteer read the list of **Common reporting verbs**. Elicit that *hold* as a reporting verb means to have a particular opinion or belief.
- Read the **Remember** note and the example. Ask Ss to restate the other example sentences using *People / They (say, believe,* etc.*)*. Remind them to be careful of the tenses. (Possible answers: People say that . . .; People believed that . . .; . . . people had estimated that . . .; People might argue that . . .; People used to feel that . . .)

OPTION (+5 minutes) Have Ss look at the featured grammar in Exercise A. For each sentence, ask, *What tense is the reporting verb?* (*It used to be believed*: past passive with *used to*; *it's now understood*: simple present passive; *It's estimated*: simple present passive; *it was thought*: simple past passive; *it's been argued*: present perfect passive)

GRAMMAR EXPANDER (optional, page T130)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss underline the subject and reporting verb in each statement. (1. They claim; 2. People . . . believe; 3. They used to say; 4. They say; 5. Some assert; 6. they estimated)
- Ask Ss to rewrite the sentences individually and then compare answers with a partner. Remind them to keep the same verb tenses.
- To go over answers, ask volunteers to read their statements for the class.

E WORD STUDY

Suggested time: 5 minutes | Your time:

- Read the directions. Then draw Ss' attention to the chart. Ask, *What letters do all the names of the phobias end in?* (-ia) *And the person?* (-e) *And the adjective?* (-ic)
- Have Ss complete the chart for the other phobias.
- Play the audio for Ss to check their answers. Then have them listen again and repeat.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit the meaning of *run-of-the-mill fears* (common fears that most people have) and *full-blown phobias* (extreme fears that affect everyday life).
- Tell Ss they will list some of their fears, and then determine how strong each fear is and if they would categorize it as a phobia. Ask a volunteer to read the writing sample and what happens to the person afraid of bees.
- Then elicit or give an example of a milder fear. (Possible answers: I have a fear of taking tests. I get nervous and am afraid I will forget all the material, but I usually I do fine.)
- Have Ss complete the notepad. Tell them that if they prefer not to write about themselves, they can write about people they know. Monitor and assist as needed.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Call on two volunteers to read the example conversation for the class.
- Draw Ss' attention to the **Recycle This Language** box. Write the list on the board. Elicit other symptoms that Ss came up with in Exercise A and write them on the board for reference.
- In pairs, have Ss discuss their fears and give each other advice. Suggest Ss take notes about their partner's fears to use in the discussion in Exercise C.

OPTION (+3 minutes) Before Ss start their discussion, elicit expressions to give advice. (For example: You could . . .; You might want to . . .; It might help to . . .; I suggest . . .; If I were you, I would . . .)

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Bring the class together. Call on Ss to write on the board the fears they discussed.
- Identify the most common fears on the board. Invite volunteers to share how those fears affect their lives.

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

✓ using the correct word forms for phobias
✓ asking and answering more questions about their fears and phobias
✓ offering advice
✓ giving examples of how the fears affect their lives

OPTION (+5 minutes) Have Ss discuss some of the advice they gave and received in their discussion in Exercise B.

CLOSURE ACTIVITY (+5 minutes) Have Ss find a fact about phobias and report it as they leave class. Ask them to use *it* + a passive reporting verb. For example: *It is said that claustrophobia is one of the most common phobias in the world. It is estimated that over 12% of the population has this problem.*

Remind Ss they will find additional grammar and vocabulary practice in their digital resources.

E WORD STUDY | Noun and adjective forms | Read the noun and adjective forms that name and describe a person who suffers from acrophobia. Use the same spelling pattern to complete the chart for the other phobias. Then listen and repeat.

Name of phobia	What you call a person who suffers from it	How you describe the person
acrophobia [heights]	an acrophobe	acrophobic
agoraphobia [being outside of the home]	agoraphobe	agoraphobic
arachnophobia [spiders]	arachnophobe	arachnophobic
aerophobia [flying]	aerophobe	aerophobic
claustrophobia [enclosed spaces]	claustrophobe	claustrophobic
ophidiophobia [snakes]	ophidiophobe	ophidiophobic
xenophobia [foreigners]	xenophobe	xenophobic

COMMUNICATION ACTIVATOR

Now let's describe fears and phobias.



A TALKING POINTS | On the notepad, write some of the things you are afraid of. You can use the phobias in Word Study or your own fears or phobias. Do you think your fears are run-of-the-mill fears or could they be full-blown phobias?

Fear	Are you just afraid, or phobic?	What happens?
bees	I'm totally phobic!	I get sweaty palms and palpitations.

B PAIR WORK | Compare Talking Points. Describe your fears and how they affect you. Ask and answer questions and offer advice. Say as much as you can.

Why do you think you're so afraid of snakes? Have you ever seen one?

Actually no, I haven't. And I don't think I have a full-blown phobia. Snakes just freak me out.

Well, if it's not a real phobia, maybe it would help to learn more about snakes. Most are harmless, and they're helpful in the garden.

C DISCUSSION | Discuss the most common fears your classmates have and how the fears affect them in their everyday and professional lives. Provide examples.

RECYCLE THIS LANGUAGE

My hands shake.
I get sweaty palms / palpitations / sick to my stomach.
I lose my voice.
I get butterflies in my stomach.
I'm just a worrywart.

3 COMMUNICATION GOAL Talk about the power of suggestion

Possible answer: Both placebo and nocebo are examples of the power of suggestion in medicine.

A READING | **Read the article about placebos and nocebos. What do they have in common?**

THE PLACEBO AND NOCEBO EFFECTS



Two of the most fascinating examples of the power of suggestion in medicine are the placebo effect and the nocebo effect. These two opposite phenomena are two sides of the same coin. And while the placebo effect has been widely known for many years, the nocebo effect has been largely overlooked until recently and is thus less well understood.

The word *placebo* refers to a fake medication (one that contains no active ingredients) or to a medical procedure that patients believe will help them and then, as a result of that expectation, it does. For example, in one well-known study, three groups of patients who were told they needed knee surgery underwent one of three procedures. One group had the usual standard surgery. In a second group, the knee was opened surgically but the interior was only washed. In the third group, the doctor made three tiny cuts in the skin, but didn't perform any surgery inside the knee at all. All patients believed they had had the standard surgery. At the end of a year, the patients who had had no surgery reported the same good results as those who *had* had the surgery. It's not known if the placebo effect is caused by the power of wishful thinking, but it is known to be common.

It has been shown repeatedly that certain factors increase the effectiveness of placebos. If a pill, for example, looks like a genuine medicine, the person taking it is likely to believe it contains medicine. It has also been found that patients think larger pills contain larger doses of medicine, and thus must be more effective. Similarly, it has been demonstrated that taking two pills has a greater therapeutic effect than taking only one. Another important determiner of placebo effectiveness is the doctor-patient relationship. If the patient trusts the doctor administering the "medication," he or she is more likely to be helped or cured by it.

The *nocebo* effect is also based on the power of suggestion or expectation. If a patient has been told that a medication is likely to cause an adverse reaction (such as dizziness or headache), he or she is more likely to experience one. This has been demonstrated both in experiments and in actual medical practice. One dramatic non-medical experiment is often cited as an example of the nocebo effect: When given a non-alcoholic beverage that subjects were told was beer, they believed and acted as if they were drunk. They slurred their speech, acted silly, and even fell and hurt themselves. Simply believing a substance will make one drunk can result in drunkenness.

What are the implications of the placebo and nocebo effects for medical practice? Placebos can be used in research to help evaluate the effectiveness of real medications. If two groups of patients are treated with either a placebo or a real medication and both achieve the same result, it is clear that the medication lacks real effectiveness. Also, it is well known that some patients ask doctors for medications that are ineffective and potentially harmful (such as antibiotics for the common cold). Doctors can prescribe such patients a placebo, knowing that it may be effective and will cause no harm.

The nocebo effect, on the other hand, can present doctors with an ethical dilemma. Adverse reactions to particular medications are typically experienced by a very small percentage of patients. Doctors wonder if they should inform patients of these potential adverse reactions since they know they are very unlikely to occur. The power of suggestion of the nocebo effect could interfere with the more likely positive effects of a necessary medication, depriving patients of an effective treatment.

In conclusion, although we believe the body and the mind are separate, the existence of the placebo and nocebo effects suggests that the distinction between the two might be more complicated than we as yet understand. All humans are probably somewhat susceptible to the power of suggestion.



B UNDERSTAND FROM CONTEXT | **Choose the correct word or phrase to complete each statement.**

1 The placebo and nocebo effects are both thought to be caused by (the power of suggestion / two sides of the same coin).
2 Something that is (investigated / overlooked) hasn't come to our attention before.
3 A (placebo / phenomenon) appears to be a real medication.
4 (A placebo / An adverse reaction) is an unwanted side effect of a medication.
5 (Antibiotics / Nocebos) are not effective medications for the common cold.

LESSON 3 Talk about the power of suggestion

A READING

Suggested time: 10 minutes | Your time:

- Write *power of suggestion* on the board. Elicit that this refers to the notion that our expectations about something influence how we act or proceed with decisions in our life. Elicit or provide examples: *A student who gets consistent positive feedback might be successful because they believe the feedback. Similarly, someone who believes they cannot succeed may very well fail.*
- Read the direction and the target question.
- Have Ss read the article silently. Suggest that, as they read, they underline information that can help them answer the question.
- Bring the class together. Elicit the answer.

OPTION (+5 minutes) To check comprehension, ask:
What is the placebo effect? (If a patient believes that a fake treatment will help them, it actually might.)
What is the nocebo effect? (If a patient believes that a safe treatment can have a negative effect, it actually might.)
What are two uses of placebos in medical practice? (to evaluate the effectiveness of real medicine in research, to avoid providing certain patients with harmful or ineffective medicine)
How does the nocebo effect present an ethical dilemma? (In order to avoid the nocebo effect, doctors might not tell patients about some rare negative effects of a medication.)

LANGUAGE NOTES

- If two things / situations are *two sides of the same coin*, they are closely connected and considered two different parts or aspects of the same thing / situation.
- *Wishful thinking* is believing that something will happen based on what you want rather than on reality.

CHALLENGE (+15 minutes) Ask Ss to search online for an experiment that tested either the placebo or nocebo effect. Have them share the information in a future class.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss complete the statements individually. Suggest they underline the passages of the text that support the answers.
- Go over the answers with the class. Ask Ss what information in the text helped them choose the correct words.

C INFER INFORMATION

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Go over the answers as a class. Elicit the paragraphs in the article where the information can be found. (1. 2nd paragraph, 2. 1st paragraph, 3. 3rd paragraph, 4. 4th paragraph, 5. 5th paragraph)

D CRITICAL THINKING

Suggested time: 15 minutes | Your time:

- Read the directions and the questions. Check understanding.
- Have Ss discuss the questions in pairs or small groups. Remind them to explain their views. Monitor and assist as needed.
- Bring the class together. Have volunteers share their answers with the class.

EXTENSION (+10 minutes) Write on the board: *Would you participate in a study if you knew placebos would be used? How would you feel if you learned you had received the placebo?* Have Ss discuss the questions.

Communication Activator

A TALKING POINTS

Suggested time: 15 minutes | Your time:

- Read the directions. Elicit the meaning of *questionable* (doubtful, controversial) and *susceptible* (receptive, vulnerable).
- Ask a volunteer to read the sample answer.
- Draw Ss' attention to the box **Some possible reasons**. For each item, ask for an example of how it can make people susceptible. For example: *How might peer pressure make people susceptible?* (Possible answer: Some people work very hard to succeed and be productive all the time because they see colleagues and friends showing off their achievements on social media.)
- Encourage Ss to list two to four claims and reasons. Suggest they think of specific examples they have seen or heard about each claim. Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Have a volunteer read the example answer.
- Go over the expressions in the **Recycle This Language** box. Elicit which expressions challenge or question what a person is saying. (all of them except *It sounds like a safe bet.*) Encourage Ss to use the expressions in their discussion.
- In pairs, have Ss share the claims and reasons they listed. Remind them to provide specific examples. Monitor and assist as needed.
- Bring the class together. Ask volunteers to share some of their examples and views with the class.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ sharing their claims and reasons for susceptibility
✓ giving specific examples

OPTION (+5 minutes) As Ss work, monitor and write on the board claims you hear them discuss. When they finish discussing, bring the class together. Ask individual Ss: *Which claim do you think most needs to be taken with a grain of salt? Which raises the most red flags? Why?*

CHALLENGE (+10 minutes) Have Ss write a short essay about one of the claims they listed. To help guide organization, write on the board:
Introduction
Provide 2–3 reasons why people are susceptible to the claim.
Explain why it is hard to avoid being influenced by the power of suggestion.
Conclusion
Offer an opportunity for peer review in class. Alternatively, collect Ss' essays and provide individual feedback.

CLOSURE ACTIVITY (+5 minutes) Write on the board: *How can the power of suggestion be used for something positive? How can it be used negatively?* Have Ss write their answers to the questions on a sheet of paper with their name. Collect Ss' answers and read them to identify areas for review and extra practice.

Remind Ss they will find additional reading practice in their digital resources.

C **INFER INFORMATION | Complete each statement, based on the information in the article.**

1 The factor that doesn't contribute to the placebo effect is ..... .
- a the appearance of the medication
- (b) scientific research
- c trust in the doctor
- d the expectation that it will work

2 The knee surgery experiment demonstrates ..... .
- (a) the power of suggestion that surgery was performed
- b the value of washing the interior of the knee
- c the harmful effects of fake procedures
- d the need for procedures in surgery

3 The drunkenness experiment is an example of ..... .
- a the placebo effect
- (b) the nocebo effect
- c an ethical dilemma
- d the harmful effects of beer

4 ..... is one factor that might cause a placebo to be effective.
- a The lack of harmful adverse reactions
- (b) The patient's trust in his or her doctor
- c Their relatively low cost
- d The high quality of the medicine

5 Under normal circumstances, adverse reactions to medications occur in ..... .
- a most patients
- b the sickest patients
- (c) only a few patients
- d the common cold

D **CRITICAL THINKING | Discuss the questions. Explain your reasoning.** *See below for possible answers.*

1 In what way are the placebo effect and the nocebo effect "two sides of the same coin"?
2 Is it ethical to give a patient with a cold a placebo instead of an antibiotic?
3 What are the pros and cons of telling a patient about potential adverse reactions to a medication?

COMMUNICATION ACTIVATOR

Now let's talk about the power of suggestion.

A **TALKING POINTS | Complete the chart with questionable claims people are likely to believe. Then speculate about why people are susceptible to each claim.**

Some possible reasons
cultural traditions
advertising
sexism
racism
peer pressure

Claim	Why people want to believe it
You can lose weight without dieting.	People don't want to stop eating what they like.

Claim	Why people want to believe it

B **DISCUSSION | With a partner, discuss your Talking Points, providing specific examples you have seen or know about. (Option: Use the Unit 7 Soft Skills Booster, p. 160.)**

> "I saw a medical testimonial from a patient who claims he lost half of his body weight by drinking apple cider vinegar three times a day. I think people want to believe this is possible because it seems so much easier than months of diet and exercise."

RECYCLE THIS LANGUAGE
I'd take that claim with a grain of salt.
That raises a red flag for me.
That might be wishful thinking on [your] part.
It sounds like a safe bet.
There's only one catch.

Possible answers for Exercise D
1. *Both are examples of the power of suggestion: Placebo is a fake medication that works because patients believe it will; nocebo is a real medication that causes adverse side effects because the patient believes it will.*
2. *Yes, because neither one will help the cold, but the antibiotic may be harmful.*
3. *Pro: The patient will be prepared if adverse reactions appear. Con: The patient might develop the adverse reactions in anticipation.*

4 COMMUNICATION GOAL Discuss superstitions

A VOCABULARY | Superstitions | Read and listen. Then listen again and repeat.

a superstition: a belief that some objects or actions are lucky or unlucky

*Many cultures have **superstitions** about the power of certain numbers to protect people from harm.*

13

7



bad luck: a misfortune that happens by chance

*There's a superstition that breaking a mirror can bring you 7 years of **bad luck**.*

a good luck charm: an object that some people believe can bring them good luck

*Some people like to wear **good luck charms** on a bracelet.*



a curse: the expression of a wish that someone will face a misfortune

*Some people believe that when they are sick it's the result of **a curse** someone put on them.*

B ACTIVATE VOCABULARY | Discuss the questions about the Vocabulary with a partner.

1 Do you know the origin of the superstition about breaking a mirror? If not, look it up on the Internet and discuss what you find.
2 Do you have any good luck charms? Describe those you have or ones you are familiar with. Do you think good luck charms work?
3 Do you believe it's possible for someone to put a curse on another person? Who, if anyone, is capable of cursing other people or things?

C LISTEN FOR MAIN IDEA | Listen to a podcast about superstitions. What is the main idea of the podcast?

☐ 1 Some superstitions may be rooted in scientific principles.
☐ 2 A delusion is a typical superstition.
☑ 3 Many people carry out the traditions of local superstitions even though they don't believe in them.

D LISTEN FOR DETAILS | Listen again to complete the statements, according to the podcast.

1 Magical thinking is the basis of most ..... .
a cultures (b) superstitions c symbols

2 The purpose of most superstitions is to cause a particular ..... .
(a) outcome b belief c thinking

3 Many superstitions are based on the belief that certain symbols, ..., or events can cause or prevent something from happening.
a delusions b outcomes (c) actions

4 Many people conform to the ..... prescribed by a superstition, even if they don't truly believe it will bring them luck or protect them from danger.
(a) behavior b charm c misfortune

5 Some ..... are believed to be capable of preventing misfortunes.
(a) good luck charms b curses and omens c delusions and superstitions

6 Famous physicist Neils Bohr ..... the superstition that a horseshoe can bring good luck.
a believed b created (c) didn't truly believe

7 In Estonia, there are three common superstitious beliefs about determining the ..... of a baby.
(a) gender b health c death

8 In the Philippines, some of the most well-known superstitions relate to ..... .
a grains (b) funerals c household chores

LESSON 4 Discuss superstitions

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Ask the class, *What is a superstition?* (Possible answer: a belief that some objects or actions are lucky or unlucky)
- Play the audio. Have Ss read and listen to the phrases. Then have them listen and repeat.
- Have Ss read the definitions and examples silently. Elicit the meaning of *misfortune.* (something bad, unpleasant, or unlucky that happens to someone)

OPTION (+10 minutes) Hold a class discussion to elicit the vocabulary. Ask:

Does your culture have superstitions about certain numbers? What are these numbers? Which numbers are lucky? Which are unlucky?

What are some things that people believe can bring bad luck?

What objects do people use as a good luck charm?

Can you think of any famous curses in stories or movies?

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions and the questions.
- Give Ss time to think about their answers. Then have them discuss the questions in pairs. Monitor and assist as needed.
- If appropriate, ask volunteers to share their answers with the class.

TEACHING TIP When discussing controversial topics as a class, ask for volunteers rather than calling on Ss to share their views.

C LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions and the answer choices. Elicit the meaning of *rooted in* (based on), *delusion* (a false idea or belief), and *carry out* (do / follow).
- Have Ss listen for the main idea of the episode.
- Go over the answer with the class.

LANGUAGE NOTES

- *Magical thinking* is the belief that your thoughts, wishes, or unrelated actions can cause or influence external events.
- Say *Go figure* to express that you think something is strange, surprising, or difficult to explain.

D LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss preview the items. Check understanding.
- Play the audio again for Ss to complete the statements.
- To go over the answers, ask Ss to read the completed sentences.

E LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Read the directions. Have volunteers preview the topics.
- Play the audio for Ss to check the topics mentioned. Suggest they take notes to help them summarize the information later.
- In pairs, have Ss compare their answers and summarize the information about each topic. If appropriate, play the audio again for Ss to confirm their answers.
- Go over the answers as a class. First, elicit the topics mentioned. Then call on Ss to summarize the information about each of the topics to the class.

OPTION Ask Ss to check the topics that were mentioned before listening to the podcast again. Then play the audio for Ss to confirm or correct their answers.

EXTENSION (+5 minutes) In pairs or individually, have Ss use the information in the exercise to write a summary of the podcast. If appropriate, allow Ss to listen again or provide them with a copy of the audio script for them to confirm the information.

PRONUNCIATION LESSON (optional, page T140)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the sample answer.
- Draw Ss' attention to the box with **Topics superstitions are often about**. Point out they can talk about superstitions related to one of these topics or any other they can think of.
- Give Ss time to think of a superstition they are familiar with before they share it with their classmates.
- Have Ss mingle and ask three other classmates. Monitor and assist as needed.

TEACHING TIP To ensure Ss talk to different classmates and to avoid extending the activity unnecessarily, set a timer for 2–3 minutes and tell Ss to change partners every time it goes off.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Ask two volunteers to read the example conversation.
- Go over the **Keep Talking!** box and play the video to support Ss as they extend their discussions.
- Encourage Ss to use the sentences in the **Recycle This Language** box in their discussion.
- In pairs, have Ss share the superstitions they wrote down in Talking Points. Ask Ss to say if they or someone they know believe in each superstition. Remind them to discuss why people might or might not be superstitious.

C ROLE PLAY

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss time to think about a superstition to share and take notes about it.
- In pairs, have Ss take turns describing and asking questions about a superstition. Remind them to change roles.

LOOK FOR While Ss are doing Exercises A, B, and C, monitor their discussions to determine if they are
✓ incorporating vocabulary for superstitions
✓ discussing reasons why people believe or not in the superstitions

OPTION (+10 minutes) Have Ss role-play one of their conversations for the class.

WRITING HANDBOOK (optional, page T150)

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write a short paragraph about a luck charm that is common in their country or culture. Ask Ss to describe it, explain how people use it and what it is believed to do, and say why they think so many people use it. Collect and read Ss' paragraphs to identify areas for review.

Remind Ss they will find additional vocabulary, listening, pronunciation, 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 TO CONFIRM CONTENT | **Listen again. Check the topics that were discussed in the podcast and write X next to the ones that weren't. Then, with a partner, summarize what was said about each topic that you checked.**

- ☑ 1 what a superstition is
- ☒ 2 why superstitions are untrue
- ☑ 3 whether there's a logical or scientific basis for most superstitions
- ☑ 4 what the difference is between a delusion and a superstition
- ☑ 5 why we believe in superstitions even though we might not believe them to be true
- ☒ 6 why there are so many superstitions about animals
- ☒ 7 why Estonians are so superstitious
- ☑ 8 why Filipinos eat out before going home after a funeral

1. A superstition is the belief that a symbol, an action, or an event can cause a positive or negative outcome, even though we understand that there's no logical or scientific basis for this to be true.

3. There is no logical or scientific basis for most superstitions.

4. A delusion is a sincere belief in something that is untrue, while a superstition usually leads us to act in a certain way even though we don't truly trust that doing so will cause a particular outcome.

5. Superstitions give us an illusion of control over what happens in our lives.

8. Filipinos eat out to confuse the spirit of the dead so "death" can't follow them home.

PRONUNCIATION LESSON p. 140
Linking sounds

COMMUNICATION ACTIVATOR

Now let's discuss superstitions.

A TALKING POINTS | **Ask three classmates about superstitions they are familiar with. Write the information on the notepad.**

name: Diana
superstition: If you spill salt, there will be an argument.

name:
superstition:

name:
superstition:

name:
superstition:

Topics superstitions are often about:
- foods / drinks
- good luck / bad luck
- brides and grooms
- particular months, days, or dates
- dreams
- birth / death
- your own idea: ___

B DISCUSSION | **With a partner, discuss whether or not you believe in any of the superstitions you wrote about in Talking Points—or if someone you know does. Discuss why people might or might not be superstitious.**

Diana, do you believe in that superstition?

Actually, no I don't. But my grandparents do!

KEEP TALKING! ●●●

- **Tell your partner more about one of the superstitions.**
- **Talk about someone you know who believes in it.**
- **Express your opinion about that superstition or about superstitions in general.**
- **Say as much as you can.**

Watch the video for ideas!

C ROLE PLAY | **With a partner, role-play a discussion in which you describe a superstition to a visitor to your country. If you are the visitor, ask questions.**

WRITING HANDBOOK p. 150
- **Subject / verb agreement:** expansion
- **Task:** An essay about superstitions

RECYCLE THIS LANGUAGE

You don't really buy that, do you?
It just doesn't add up.
It doesn't make sense.
It's a little far-fetched.

Oh, come on!
That might be wishful thinking.
Why do people fall for stuff like that?
Some people are just gullible.
I'd take that with a grain of salt.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe a scam.
- ☐ Describe fears and phobias.
- ☐ Talk about the power of suggestion.
- ☐ Discuss superstitions.

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

UNIT 8

Achievement and Intelligence

PREVIEW

A **ENVIRONMENT AND INTELLIGENCE | Listen to a lecture. What are the arguments for and against the effect of the environment on extreme intelligence?**

For: If extreme intelligence were genetic, all the ancestors of a genius should also be geniuses, and they are not. And even though identical twins may have the same genes, they don't necessarily have the same talents or abilities. Against: Only 60% of fraternal twins have similar IQ scores—if environment were a factor, that number, arguably, would be much higher. Also: Talented families do exist. For example, Srinivasa Ramanujan came from a very poor environment, where there was no way for him to train in mathematics.

B **ZOOM-IN | Read and listen to a conversation between two students on the verge of making career and study plans. Notice the featured language.**

UNDERSTAND A VARIETY OF ACCENTS
Ian = British English
Amal = Arabic



Ian: So have you narrowed down your plans for next year?

Amal: Well, not exactly. I do know it'll be something in the sciences, but I'm having a hard time making up my mind about what direction to take.

Ian: What are your options? I mean, what are you thinking of?

Amal: So, lab research is kind of at the top of the list—particularly plant genetics. I love the idea of being on the cutting edge of new discoveries. But I'm having second thoughts about working in a lab.

Ian: What kind of second thoughts?

Amal: Well, I know myself. I'm thinking lab work can be pretty solitary, and I enjoy working with people, collaborating, you know. My gut feeling is that research might not be the best fit. It could get lonely.

Ian: What other options are you considering?

Amal: Don't laugh, but teaching also interests me. Sounds like the polar opposite, doesn't it?

Ian: Well, that certainly isn't solitary. Is there some way to combine research and teaching—having the best of both worlds?

Amal: That's what I'm asking myself. And there might be. I figure if I get my doctorate in chemistry, I could take a professorship at a research university and conduct research there as well as teach.

Ian: But a doctorate. Wow. That takes years.

Amal: I know. And I'm not totally sure I'm cut out for it. But here's the thing: it's now or never.

Ian: Right. You don't want to have to start from scratch later. I suggest you go for it. You can't go wrong.

C **UNDERSTAND FROM CONTEXT | Paraphrase these statements and questions containing featured words and phrases from Zoom-In. Then compare paraphrases with a partner.** *Possible answers:*

1. So, have you narrowed down your plans for next year? *1. Are you getting closer to figuring out your plans for next year?*
2. I'm having a hard time making up my mind about what direction to take. *2. I'm having a hard time deciding what direction to take.*
3. I love the idea of being on the cutting edge of new discoveries. *3. I love the idea of helping make the best and most important new discoveries.*
4. I'm having second thoughts. *4. I'm rethinking my original decision.*
5. My gut feeling is that research might not be the best fit. *5. My initial reaction, without thinking too analytically about it, is that research might not be the best fit.*
6. Sounds like the polar opposite, doesn't it? *6. Sounds like the complete opposite, doesn't it?*
7. Is there some way to combine research and teaching, having the best of both worlds? *7. Is there some way to do both research and teaching, which would allow you to experience the best things of each area?*
8. You don't want to have to start from scratch later. *8. You don't want to start all over again from the beginning later.*
9. You can't go wrong. *9. You'll be happy because you've thought this out well.*

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 questions.** *Possible answers:*

1. How self-aware is Amal? Explain. *1. She seems to be very aware of what she is good at and where her strengths lie.*
2. How would you describe her personality? *2. She is thoughtful and deliberate.*
3. Do you think her decision-making process demonstrates intelligence? Explain. *3. Yes—she isn't jumping into anything. She's considering all the pros and cons, in addition to her own characteristics.*

Unit 8 Achievement and Intelligence

PREVIEW	Students listen to a lecture about the effect of the environment on extreme intelligence, read and listen to a conversation about career and study plans, take a self-test about sticking to a task.	
LESSON 1 **Identify your unique strengths**	***Vocabulary***	Ways to describe strengths and talents
	Grammar	Using auxiliary *do* for emphatic stress
LESSON 2 **Talk about how you study**	***Grammar***	The subjunctive
LESSON 3 **Discuss the effect of the environment on intelligence**	***Reading skills***	Understand main idea; Understand details; Find supporting details
LESSON 4 **Evaluate your emotional intelligence**	***Vocabulary***	Interpersonal and intrapersonal intelligence
	Listening skills	Listen to confirm content; Listen to clarify; Listen to draw conclusions
SOFT SKILLS WORKSHOP 4	*A "How-to" Demonstration*	

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

Preview

A ENVIRONMENT AND INTELLIGENCE

Suggested time: 10 minutes | Your time:

- Write on the board: *Is extreme intelligence determined by someone's genes or by someone's environment?* Elicit the meaning of *environment* in the question. (family and friends, education, life experience) Ask volunteers to share and explain their views.
- Have Ss listen to the lecture and note down the arguments for and against.
- Ask Ss to compare answers in pairs. If appropriate, play the audio again for Ss to check their answers.
- Check answers as a class. To check comprehension, ask: *Which type of twins share the same genes?* (identical) *Which type of twins have more similar IQ scores?* (identical) *What other geniuses have you heard of?* (Possible answers: Einstein, da Vinci) *Are there other theories that explain what determines extreme intelligence?* (yes)

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Ask, *What is Amal trying to decide?* Have Ss scan the conversation for the answer. (her plans for next year)
- Have Ss read and listen to the conversation. To check comprehension, ask: *What options is Amal considering?* (lab research and teaching / doctorate in chemistry and professorship at a research university) *What are the pros and cons of lab research for Amal?* (Pro: She would be working on new discoveries. Con: It could be lonely, and she is a social person.) *What are the problems of a doctorate for Amal?* (It can take years, and she is not sure she's prepared for it.)

LANGUAGE AND CULTURE

- In the United States, *research universities* are those with a main focus on research and graduate education (such as master and doctorate programs). A *professor* in a research university is usually both a teacher and a researcher.
- When you *are not cut out for* a task or job, you do not have the right qualities for it.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss paraphrase the sentences individually and then compare their answers in pairs.
- Elicit different answers for each item from the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

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

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *self-aware.* (being conscious of your own personality, abilities, ideas)
- Have Ss discuss the questions in pairs.
- Ask volunteers to share their ideas with the class.

F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the question at the top of the self-test. Ask, *What does* stick to something *mean?* (to continue to do something even if it is hard)
- Point to the pictures and ask questions to preview some of the vocabulary. First column: *Is the desk messy or neat?* (neat) *What is the person using the hourglass for?* (setting a time limit) Second column: *What does* disturb *mean?* (to bother) *Is she reading online or offline?* (offline) *What is a breather?* (a short break)
- Have volunteers read the statements and benefits. Check understanding of *scramble* (to do something in a hurry and with difficulty), *stretch* (to make something longer), *enable* (to allow), *confine* (to limit), and *resume* (to continue).
- Read the instructions to the self-test. Do the first item with the class as an example. Tell Ss, for example, that you are usually organized, but that your desk sometimes gets messy toward the end of the day or week. Ask the class, *How could I do better?* Elicit suggestions such as: *You could organize your desk at the end of each day / week.*
- Have Ss work individually to check the adverbs. Remind them to make notes on how they can do better when their answer is *usually* or *never.* Monitor and assist as needed.

OPTION (+5 minutes) If Ss are struggling to find ways they can do better, elicit ideas from the class and write them on the board. (For example: to stay organized, buy desk organizers; to stick to a schedule, use an online calendar with reminders; list your tasks by priority so that the most urgent ones are at the top of your to-do list; assign time limits for each step of a project; find a quiet place to work, such as a library; turn off your phone or Wi-Fi when you need to concentrate on work or study; schedule five minutes every hour for stretching, standing up, or walking when you are working or studying)

CHALLENGE (+10 minutes) Ask Ss to add one more suggestion of their own, including benefits, to the self-test. Allow them to research online if necessary. Then have them share their suggestions with the class.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- In pairs, have Ss share their plans to do better on the points they responded with a *never*. (If some Ss don't have any *never* responses, ask them to choose a *usually* one and tell their partner what they would do to make it an *always*. If some Ss marked *always* for all the items, have them share what they do to help them accomplish that.)
- Remind Ss to ask for more details about their partner's plans. Monitor and assist as needed.
- To review, ask volunteers to share what they are planning to do better about the points they never do.

OPTION (+5 minutes) Have partners offer each other suggestions of things they can do better.

EXTENSION (+10 minutes) Write the seven statements from the self-test across the top of the board. Divide Ss into seven groups and assign each group one of the statements. Have them make a list of ways a person can do each thing better. Then ask a volunteer from each group to write their ideas on the board. Discuss the ideas with the class and elicit other suggestions. Encourage Ss to write down the ideas for future reference.

CHALLENGE (+15 minutes) Put Ss in small groups. Have each group research a time management technique online or assign one for each group. (For example: Pareto Analysis, Time Blocking Method, Rapid Planning Method, Pickle Jar Theory, Eat That Frog Technique) Have each group share a short summary of the technique they researched with the class. Ask Ss which method they think would work best for them.

F TALKING POINTS | Take the self-test.

How well do you stick to a task?

Check the adverb that describes how well you do. Then make notes of how you can do better.

I STAY ORGANIZED.

◯ Always ◯ Usually ◯ Never

Benefit *A messy desk presents too many distractions. A neat one helps you stay focused on one thing at a time.*

How I can do better:



I STICK TO A SCHEDULE.

◯ Always ◯ Usually ◯ Never

Benefit *If you break up one large task into several smaller tasks and plan how much to do each day, you won't end up scrambling at the end.*

How I can do better:

I MAKE LISTS.

◯ Always ◯ Usually ◯ Never

Benefit *Making a list ensures you won't forget a key task, and as you check off the ones you've completed, you'll feel motivated by your achievement.*

How I can do better:

I SET TIME LIMITS.

◯ Always ◯ Usually ◯ Never

Benefit *Knowing how much time you have for a task ensures you won't stretch it into the time you planned for something else.*

How I can do better:



I FIND A PLACE TO WORK WHERE I WON'T BE DISTURBED.

◯ Always ◯ Usually ◯ Never

Benefit *Finding a place where others won't disturb your work enables you, and not others, to control your agenda.*

How I can do better:



I GO OFFLINE.

◯ Always ◯ Usually ◯ Never

Benefit *Confining your online time to certain periods in the day results in longer periods of uninterrupted work time.*

How I can do better:

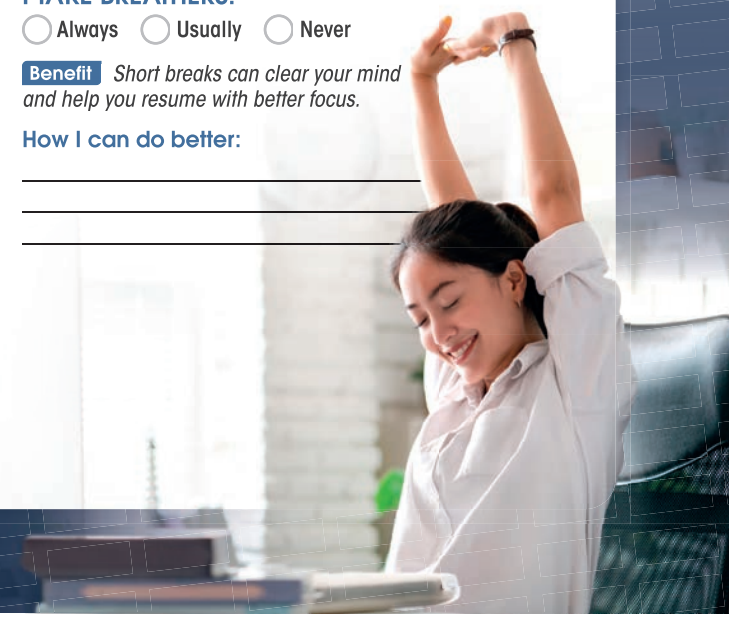


I TAKE BREATHERS.

◯ Always ◯ Usually ◯ Never

Benefit *Short breaks can clear your mind and help you resume with better focus.*

How I can do better:



START TALKING

PAIR WORK Tell your partner about one "never" response you made on the self-test in Talking Points. Explain what you plan to do to make it a "usually" or an "always." Ask your partner questions about how he or she plans to do better.

1 COMMUNICATION GOAL Identify your unique strengths

A VOCABULARY | Ways to describe strengths and talents | Read and listen. Then listen again and repeat.

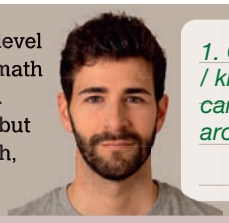
be good with one's hands	have the ability to use one's hands to make or do things
be mechanically inclined	be able to understand how machines work
have a head for figures	be good at mathematical calculations
have an ear for music*	be good at recognizing, remembering, and imitating musical sounds
have an eye for detail	be good at seeing or paying attention to things that others don't usually notice
have a good intuitive sense	be able to draw conclusions based on feelings rather than facts
have a way with words	be able to express one's ideas and opinions well
have a way with people	have the ability to interact well with others
have a knack for [learning languages]	have a natural skill or ability to do something well

* also: *an ear for languages*

B ACTIVATE VOCABULARY | With a partner, use the Vocabulary to describe each person below. (There may be more than one way.) Explain your reasons. Then, for each person, write three occupations or careers that would be suitable for that person.

Possible answers:

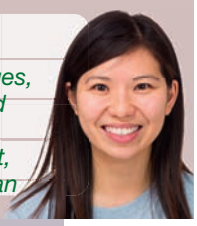
1 **George Guzmán** was able to solve college-level math problems when he was 10. His high-school math team won a national competition when he was 14. George is now a math teacher in a private school but would like to change careers. He says, "I love math, but I just wasn't cut out for teaching."



1. George has a head for figures / knack for math. Possible careers: engineer, economist, architect

2 **Su Lin**'s parents were in the Diplomatic Corps, so she spent most of her childhood moving from post to post. Though this wasn't easy, Lin learned to speak four languages besides her native Mandarin. Wherever she lived, she was a popular student and made friends easily. She has kept in touch with most of them on social media. Lin has varied interests: organic gardening, fixing motorbikes, and finance. She has just finished her degree in economics and is looking for an unusual career that would combine some of those interests and enable her to travel and make friends.

2. Su Lin has a way with people and plants, has a knack for learning languages, has a head for figures, and is mechanically inclined. Possible careers: diplomat, economic advisor, politician



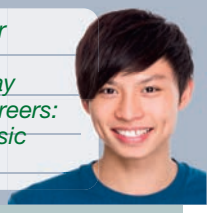
3 **Vivian Bond** married young and stayed home to raise her two children. She loved cooking and in the evenings she took classes at the Culinary Institute. Over the years, Vivian perfected the art of extremely complicated cake design. Now that her children have married, Vivian would like to start a career. "Hey," she says, "Better late than never!"



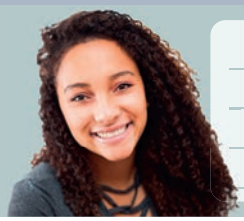
3. Vivian has a knack for baking. Possible careers: baker, caterer, cooking school instructor

4 **Narciso Vidal**'s dad is a concert pianist, so Narciso watched him practice right from the time he was a baby. By the time he was three, Narciso surprised everyone by teaching himself to play, just by watching and imitating his father. All through school, Narciso has spent his free time on his two passions: playing piano and writing for the school newspaper. Now he's wondering what direction he should take as an adult.

4. Narciso has an ear for music / has a knack for learning music and a way with words. Possible careers: musician, journalist, music critic



5 **Sophie Lane** is 16. She has always loved animals, and they love her, too. As a kid, she liked to train her friends' pet dogs to do tricks. And this year, she started an after-school pet-sitting service for people's pets in her apartment building. She saves the money she earns and has contributed some to the Save the Animals Federation.



5. Sophie has a way with animals and a good intuitive sense. Possible careers: veterinarian, animal conservationist, animal trainer

C PERSONALIZE | Use the Vocabulary to describe two people you know.

> "My brother Andrei is a psychologist in a small town. He's got a good intuitive sense about what the underlying causes of people's problems are, and this enables him to help them get better quickly."

LESSON 1 Identify your unique strengths

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the strengths and talents. Then have them listen and repeat.
- Draw Ss' attention to the note below the chart. Say, *You can also have an ear for languages.* Then ask Ss, *Do you think you have an ear for English?* Elicit answers.

LANGUAGE NOTE The expression *to have a knack for [learning languages]* can also be used with nouns alone: *have a knack for [languages / math / science].*

EXTENSION (+5 minutes) Have Ss work in pairs to choose one or more of the vocabulary items and think of a famous person with that talent. Give an example: *Albert Einstein had a head for figures.* Allow Ss to research online if necessary. Have Ss share their examples with the class.

EXTENSION (+5 minutes) Elicit a job that requires each of the talents listed. (For example: good with one's hands: carpenter; mechanically inclined: engineer; head for figures: accountant; ear for music: pianist; eye for detail: detective; intuitive sense: psychologist; way with words: journalist; way with people: doctor; knack for learning languages: translator)

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss read the texts silently. Check understanding.
- In pairs, have Ss use the vocabulary to describe the people. Then have them think of jobs or careers that would suit each person's talents. As Ss discuss, monitor and assist as needed.
- Go over answers with the class. For each person, elicit ideas from different pairs.

LANGUAGE AND CULTURE

- The *Diplomatic Corps* is a group of officials (diplomats) representing a country abroad.
- A *post* is an office or position, usually with a lot of responsibility, to which a person is appointed. Diplomats often move to different posts or countries regularly.
- A *culinary institute* is a school that teaches the art and science of cooking and food preparation.
- In the United States, *school newspapers* are usually written, edited, designed, managed, and published by the students in a school, often under the supervision of one or more teachers.
- *Pet-sitting* is the activity of taking care of someone's pet, usually in their own home, while the pet's owner is away.

C PERSONALIZE

Suggested time: 5 minutes | Your time:

- Ask, *Do you know anyone who is like any of the people in Exercise B?* Elicit answers.
- Read the directions. Call on a volunteer to read the example description.
- Give Ss time to write a description of two people they know. Remind them to use the expressions in Exercise A and to say how each person uses that talent.
- Then, in pairs or small groups, have Ss describe the two people to classmates. Monitor and assist as needed.
- To review, ask volunteers to describe one of the people to the class.

TEACHING TIP To make this activity more engaging, encourage Ss to show a photo of the person on their phone as they share their description.

D GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the rule and examples. Ask, *Could you state these sentences without the highlighted* do *and* did? (yes) *How would the new sentences differ?* (There would be no emphatic stress.)
- Read the **Be careful!** note. Then ask Ss to restate the second example sentence on the left without the highlighted *did.* (She completed the course, . . .)

GRAMMAR EXPANDER (optional, pages T130–131)

E PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss listen to the grammar examples, paying attention to the highlighted forms of *do*.
- Then play the audio again and have Ss repeat.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do the first item with the class. Then have Ss rewrite the other sentences. Tell them to pay attention to whether the underlined verb is in the present (1, 3, and 5) or past (2, 4, and 6).
- Ask volunteers to read the revised sentences aloud. Make sure they stress the correct auxiliary verb.

PRONUNCIATION LESSON (optional, page T141)

G PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the example statement.
- Give Ss time to write a few statements about themselves. Encourage them to use the Vocabulary.
- In pairs, have Ss take turns reading their statements.
- To review, ask volunteers to share their sentences.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Indicate that you have prior knowledge about a situation with *So I understand (that) . . .*
- Use *Would you say you . . .?* to encourage someone to express a point of view
- Say *So here's what I'd suggest* to announce you're going to propose a plan
- Say *You can't go wrong* to support someone's tentative decision

- Go over the **Social language** box. Then read the first line of the conversation. Ask, *Does Speaker A already know that Speaker B is thinking about changing programs?* (yes)
- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What two career goals is Speaker B considering?* (directing and editing) *Does Speaker B have an eye for detail?* (yes) *Which career choice is better for someone with an eye for detail?* (editing) *Which is better for a people person?* (directing)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat the conversation lines. Make sure they use emphatic stress for *do* in *I definitely do have an eye for detail*.
- Monitor as Ss practice the conversations in pairs. Have them change roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions. Go over the ideas in the **Keep Talking!** box and play the video.
- Have a volunteer read the phrases in the **Recycle This Language** box.
- In pairs, have Ss create their conversations using the expressions in Exercise A on page 80.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are using expressions to describe strengths and talents.

OPTION Use the Unit 8 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) Write on the board: *My [friend] is a / an [job title]. It's a good fit for him / her because he / she does [strength / talent].* Ask Ss to write a short paragraph about a friend or relative starting with this sentence frame. Ask them to add at least one more sentence exemplifying the talent mentioned, use *does* for emphatic stress, and vocabulary in Exercise A on page 80. Collect and read Ss' paragraphs to identify areas for review.

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

D GRAMMAR | Using auxiliary do for emphatic stress

To add emphatic stress to an affirmative statement in the simple present or simple past tense, use do or did before the base form of the verb.

Even if I don't have a great eye for detail, I **do** have a knack for decorating a room.

She **did** complete the course, but she decided to take her career in another direction.

Be careful!
Use a base form after a form of the auxiliary do.
She **has** an ear for languages. → She **does have** an ear for languages. NOT She does ~~has~~ . . .
He **liked** that car. → He **did like** that car. NOT He did ~~liked~~ . . .

GRAMMAR EXPANDER p. 130
Emphatic stress

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

F GRAMMAR PRACTICE | On a separate sheet of paper, rewrite each item, using do or did for emphatic stress.

See page T82 for answers.

1 She's not the best dancer. However, she likes to dance.
2 Your intuition was right. You learned English faster than anyone expected.
3 He may not have much time during the week, but he loves to cook on the weekend.
4 Jane is usually pretty skeptical, but she fell for that romance scam.
5 Phil doesn't have a lot of run-of-the-mill fears. On the other hand, he has one full-blown phobia.
6 He really hated math, but in the end he passed the course.

PRONUNCIATION LESSON p. 141
Emphatic stress with auxiliary verbs

G PAIR WORK | Take turns making statements comparing your strengths and your weaknesses. Use the auxiliary do for emphatic stress.

> "I don't have much of a knack for writing, but people say I **do** have a way with words in discussions."

COMMUNICATION ACTIVATOR

Now let's identify your unique strengths.



A CONVERSATION MODEL | Read and listen.

A: So, I understand you've been considering changing to the film program.
B: Yes, that's right. I was wondering if you could help me decide.
A: I'd be happy to try. . . . So, tell me, do you have a specific career goal?
B: Actually, I'm having a hard time making up my mind between directing and editing.
A: Maybe I can help you narrow those down. Would you say you have an eye for detail?
B: I definitely do have an eye for detail, which makes me think I'd be a good editor. But I'm really kind of a people person.
A: A people person.
B: Right. I'm not sure I'm cut out for so much time in front of a computer.
A: Well, then maybe directing would be a better fit.
B: That's what I'm thinking, but I'm not sure I want to give up on editing.
A: OK. So here's what I'd suggest. Take the intro courses in both directing and editing. You'll see which you prefer. You can't go wrong.
B: That makes sense.

Social language
Indicate that you have prior knowledge about a situation with "So, I understand [that] . . ."

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.

Change the field of study. Start like this: *So, I understand you've been considering . . .*
Be sure to change roles and then partners.
(Option: Use the Unit 8 Energizer Worksheet.)

KEEP TALKING! ●●●

- **Ask more questions to help narrow down the options.**
- **Say more about your talents, strengths, and passions.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

I was hoping you could steer me in the right direction.
I'm [good at / not so good at] ___ .
I wish I [were / weren't] ___ .
I wish I [had / hadn't] ___ .
My gut feeling is ___ .
I'm having second thoughts.
It would be the best of both worlds.
They're polar opposites.
I say go for it.
You can't go wrong.
It's now or never.
You wouldn't have to start from scratch.

2 COMMUNICATION GOAL Talk about how you study

A GRAMMAR CLOSE-UP | Read about three research-based study tips for preparing for an exam. Notice the featured grammar.

Menu Lifestyle | Culture | Health | About us | Contact us Search



Study Smarter

Debunking the Myths

Myth #1: It's better to study harder.

Wrong! Recently, it's being recommended that studying be spaced out over several short periods instead of in one or two long ones. Moreover, it's preferable that each short study session be intense. The total study time might be the same, but you'll understand what you've learned better and will retain it longer.

Myth #2: You should study in silence.

Not true! We now know that it's not essential the study environment be quiet. Though many libraries insist that music not be played, some students say a little background noise cuts down on distractions and helps them concentrate. And one language student reports that her teachers always suggest she say new words aloud and write them in a notebook to help make them memorable. So it's important that sound not be totally banned.

Myth #3: The Internet makes studying more efficient.

Nope! Some tout the value of multi-tasking, but research suggests that be taken with a grain of salt. In a recent study, a group of college students sent an average of 97 text messages per day, with 71 of those messages being sent while doing homework. When this group's study results were analyzed, it was found that it increased the time they needed to learn material and decreased the quality of their learning. Some people suggest that if a computer isn't needed for homework, it not be used.

B DISCUSSION | Which of the study tips did you know about? Do you agree or disagree with them? Explain.

C GRAMMAR | The subjunctive

Use the subjunctive form of a verb in a noun clause that follows a verb or adjective of urgency, obligation, or advisability. The subjunctive form is the same as the base form and doesn't change, no matter what the subject of the clause is. Use not before the verb for the negative.

She suggested that her daughter **study** in a quiet room.
It's crucial that we **be** early on the day of the exam.
They're demanding that students **leave** their phones in their lockers during class.
My friend recommended I **not accept** the lab job unless they offer me a higher salary.

The passive form of the subjunctive is be + a past participle.

He asked that music **be turned off** in the study hall.
I'm proposing the rules for cell phone use in class **not be changed**.

The continuous form of the subjunctive is be + a present participle.

It's important that they **be waiting** in the room before the teacher arrives.

Note: The subjunctive in the noun clause doesn't change, no matter what the time frame of the entire sentence is.

It **was** essential the research **include** (NOT ~~included~~) students from different cultures.
The school psychologist **recommended** that all students **be tested** (NOT ~~were tested~~) for learning disabilities.
She **will request** that students **not be told** (NOT ~~will not be told~~) their scores on the last test.
The professor **had demanded** that no one **be looking at** (NOT ~~was looking at~~) a device during her lecture.

Verbs and adjectives of urgency, obligation, and advisablity

Verbs	Adjectives
ask	critical
demand	crucial
insist	desirable
propose	essential
recommend	important
request	necessary
suggest	

Be careful!

If a noun clause doesn't follow a verb or adjective of urgency, obligation, or advisability, don't use the subjunctive.

Students agree that calendar apps **are** useful.
It's interesting that multi-tasking **reduces** study success.

GRAMMAR EXPANDER p. 131
Infinitives and gerunds in place of the subjunctive

LESSON 2 Talk about how you study

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the title and subtitle of the text. Ask Ss to read the text quickly and explain the meaning of *debunk.* (to show something is false)
- Then have Ss read the text again and check comprehension. Ask:
  According to the text, should study sessions be one long period or several short periods? (several short ones)
  What does an "intense" study session mean? (highly concentrated; doing a lot in a short period of time)
  Why do some people consider some background noise helpful when studying? (It reduces distractions and improves concentration.)
  Has research proven that multi-tasking increases efficiency? (no)
  What did the study of people who sent a lot of messages conclude? (They needed more time to learn, and the quality of their learning was lower.)

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Have Ss discuss the questions in pairs or small groups.
- To review, ask volunteers to share and explain their opinions about each of the tips.

EXTENSION (+10 minutes) Ask Ss to share any other myths about studying they know about. Alternatively, ask them to research about one more myth as homework and share the information they find in the next session.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first sentence of the rule. Bring their attention to the list of **Verbs and adjectives of urgency, obligation, and advisability** on the right.
- Read the rest of the rule and give Ss a few minutes to read the example sentences. Ask, *Which example sentences use verbs of urgency, obligation, or advisability?* (the first, third, and fourth ones) *Which sentence uses an adjective?* (the second)
- Focus on the form of the highlighted verb in each example. Point out that it does not change—no matter what the subject. Ask Ss to notice the word *not* before the verb in the fourth example. If appropriate, explain that the action in a noun clause following verbs and adjectives of urgency, obligation, or advisability is uncertain to occur. It is often referred to as a mood rather than a tense, and it is contrasted with the indicative, which is a statement of reality. We don't use the subjunctive when the noun clause expresses a simple fact.
- Read the second rule and ask volunteers to read the example sentences. Write on the board:
  I demand that I ___ (give) my money back.
  It is crucial that these emails ___ (sent) today.
- Ask Ss to fill in the blanks with passive subjunctive forms. (*be given*, *be sent*) Elicit additional sentences.
- Read the third rule and example sentence. Point out that the continuous form is not often used in spoken English.
- Read the **Note** and ask volunteers to read the example sentences. After each sentence, ask: *What is the time frame of the entire sentence?* (The first is simple past; the second is simple past; the third is future; the fourth is past perfect.) *What form should be used in the noun clause?* (the same subjunctive form for all the sentences)
- Read the **Be careful!** rule and ask volunteers to read the example sentences. Ask, *Is the verb* agree *in the first sentence a verb of urgency, obligation, or advisability?* (no)
- Write on the board:
  We recommend that scheduling apps be used.
  Ask, *Why is the subjunctive used in this sentence?* (*Recommend* is a verb of advisability.)
- Then draw Ss' attention to the second example sentence. Ask, *Is* interesting *an adjective of urgency, obligation, or advisability?* (no) Again point out that for that reason, the subjunctive is not used.

GRAMMAR EXPANDER (optional, page T131)

OPTION (+5 minutes) Elicit which words in the **Verbs and adjectives of urgency, obligation, and advisability** can indicate something is urgent, mandatory, or advisable. (urgency: insist, critical, crucial, essential, important, necessary; obligation: ask, demand, request, necessary; advisability: propose, recommend, suggest, desirable, important)

CHALLENGE (+5 minutes) Refer Ss back to the text in Exercise A. Have them circle the verb or adjective that is followed by each subjunctive. Elicit answers, asking if each verb or adjective denotes urgency, obligation, or advisability. (*recommended*: advisability; *preferable*: advisability; *essential*: urgency; *insist*: urgency / obligation; *suggest*: advisability; *important*: urgency / advisability; *suggests*: advisability; *suggest*: advisability)

Answers for Exercise F on page 81

1. *She's not the best dancer. However, she does like to dance.*
2. *Your intuition was right. You did learn English faster than anyone expected.*
3. *He may not have much time during the week, but he does love to cook on the weekend.*
4. *Jane is usually pretty skeptical, but she did fall for that romance scam.*
5. *Phil doesn't have a lot of run-of-the-mill fears. On the other hand, he does have one full-blown phobia.*
6. *He really hated math, but in the end he did pass the course.*

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do the first item with the class. Elicit the answer. Ask, *Is it the subjunctive form?* (no) *Why not?* (because *convinced* is not a verb of urgency, obligation, or advisability)
- In pairs, have Ss choose the correct form to complete each sentence and explain their choices.
- To review, elicit answers and explanations from different pairs.

CHALLENGE (+5 minutes) Have Ss look at the two non-subjunctive sentences (1 and 9). In pairs, have Ss rewrite the sentences using verbs or adjectives of urgency, obligation, or advisability. Tell them to change each sentence as necessary. (For example: 1. Matt and Emilie demanded that their son's intuitive sense be respected. 9. It's crucial that she ignore incoming text messages when doing homework.)

CHALLENGE (+5 minutes) Have Ss locate the one passive subjunctive sentence in the exercise. (8) Ask them to change it to the active using the subject *the school* in the noun clause. (They suggested that the school give us an opportunity . . .)

E PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss work individually to complete the statements. Encourage them to complete some of them with the passive and the continuous subjunctive as well.
- Then have Ss share their statements with a partner. Monitor for correct use of the subjunctive.
- Bring the class together. Ask, *Did anyone use the passive subjunctive in their statements?* Have Ss share their sentences. Then elicit statements using the continuous subjunctive. Finally, elicit an example for each item.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Elicit the strategies suggested in the text in Exercise A on page 82 (study over several short periods, intensely; have some background noise or music while studying; say new words aloud and write them in a notebook; don't use a computer or the Internet while studying if you don't need to).
- Go over the strategies in the box on the side. Point out Ss can use strategies from page 82, from this list, or add their own ideas.
- Do an example with the class. Write on the board: *Get plenty of sleep.* Ask, *How can this strategy contribute to my success as a student?* Elicit answers. (For example: It gives me more energy to study. It helps me keep concentrated during classes and study sessions.)
- Have Ss draft their notes individually. Encourage them to think of actual instances when they used each strategy. (For example: I got plenty of sleep before exam days last year and I passed all of them.) Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- In small groups, have Ss share the strategies they listed, explain how these helped them, and give examples of how they used them.
- Bring the class together. Have volunteers share information about some of the strategies they used.

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

✓ explaining how each strategy contributed to their success

✓ providing examples of how they used each strategy

CLOSURE ACTIVITY (+5 minutes) Write on the board:
I recommend that everyone . . .
I suggest that everyone . . .
It's important that . . .
Have Ss complete the sentences with studying strategies they discussed in the Communication Activator. Remind them to use the subjunctive in their sentences. Collect Ss' answers and read them to identify areas for review. If appropriate, make a master list with Ss' recommendations and suggestions and share them with the class.

Remind Ss they will find additional grammar practice in their digital resources.

D **GRAMMAR PRACTICE | With a partner, decide whether to use the subjunctive and circle the correct form. Explain each answer.**

1 Matt and Emilie were convinced their son (have / had) a good intuitive sense.
2 It's suggested that every new student (takes / take) a language aptitude test.
3 It was requested that new teachers (arrive / arrived) at the school office an hour early the first day of class.
4 Ms. Sills demanded that no laptops (be / were) open during class.
5 It's crucial that one (study / studies) in short intense sessions rather than cramming in one marathon session the night before the test.
6 My parents proposed that my brother (not study / didn't study) with music playing in his room.
7 Ella's supervisor will insist that no one (is / be) late to tomorrow's lunch.
8 They suggested that we (be given / were given) an opportunity to apply for a spot in next year's class.
9 She agrees that it (be / is) hard to ignore incoming text messages when doing homework.
10 They ask that guests (be wearing / are wearing) somewhat formal clothes when they enter the reception.

> "Convinced isn't a verb of urgency, obligation, or advisability."

2. Suggested is a verb of advisability.
3. Requested is a verb of obligation.
4. Demanded is a verb of obligation.
5. Crucial is an adjective of urgency.
6. Proposed is a verb of advisability.
7. Insist is a verb of obligation.
8. Suggested is a verb of advisability.
9. Agrees is not a verb of urgency, obligation, or advisability.
10. Ask is a verb of obligation.

E **PAIR WORK | Take turns completing these statements in your own way, using the subjunctive.** *Possible answers:*

1 On the first day of class, it's important that a teacher . . .
2 I suggest that a visitor to our city . . .
3 I would recommend that the school administration . . .
4 I think it's crucial that every parent . . .
5 If I were a parent, I would insist that my children . . .

*1. On the first day of class, it's important that a teacher **get to know all students' names.***
*2. I suggest that a visitor to our city **visit the national museum.***
*3. I would recommend that the school administration **listen more to the students.***
*4. I think it's crucial that every parent **read to their children.***
*5. If I were a parent, I would insist that my children **not bring their phones to the dinner table.***

COMMUNICATION ACTIVATOR

Now let's talk about how we study.

A **TALKING POINTS | Make a list of your strategies for successful studying. Use Grammar Close-Up or strategies from the list.**

Strategy	How it contributes to my success

Some strategies
- avoid junk food
- get plenty of sleep
- study my class notes
- listen to music
- make quizzes for myself
- say new words aloud
- make to-do lists
- work with a partner
- your own idea

B **DISCUSSION | In a small group, share your strategies from Talking Points. Provide examples of how you've used them and say as much as you can. (Option: Use the Unit 8 Soft Skills Booster, p. 161.)**



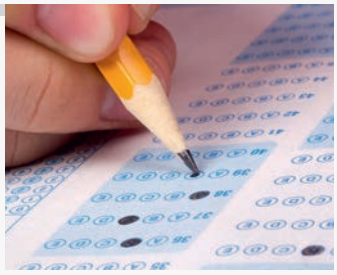
3 COMMUNICATION GOAL

Discuss the effect of the environment on intelligence

A READING | Read about intelligence and the factors that might influence it. What are some of the reasons it has been difficult to accurately measure intelligence?

Possible answer: Intelligence is more complex than something that can be measured on a test of general knowledge, mathematical and verbal ability, logic, and memory. IQ can't predict one's level of creativity or practical ability. The tests are also culture-bound.

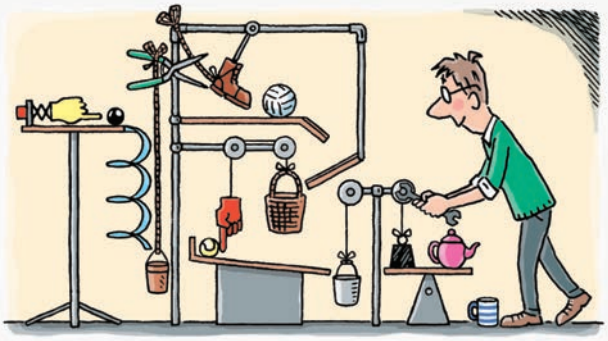
Measuring and understanding intelligence



What is intelligence and what factors influence it? Many define it with a numerical score referred to as the "intelligence quotient" (or IQ). Some history: the IQ was originally arrived at by dividing a child's mental age (as defined by a test) by his or her chronological age and multiplying it by 100. Using this formula, a child of 10 who does as well on the intelligence test as the average 10 year old has an IQ of 100 (or 10 ÷ 10 x 100 = IQ 100). As a comparison, a child of 7 who does as well as the average 10 year old has an IQ of 143 (10 ÷ 7 x 100).

Today, even though most modern intelligence tests don't calculate IQ in the same way, the idea of an intelligence "quotient" continues to be used popularly as synonymous with "intelligence." However, most experts suggest that intelligence be seen as more complex than something that can be measured on a test of general knowledge, mathematical and verbal ability, logic, and memory—which is where classic intelligence tests stop. It's widely agreed that current intelligence assessments fall far short of the goal of measuring or even understanding the nature of intelligence. What are some deficiencies of the tests?

While it is accepted that IQ often does predict one's academic achievement, it can't indicate one's level of creativity or practical ability—the ability to cope with everyday life or work. Nor can IQ indicate one's potential for growth.



IQ doesn't measure creativity or practical ability.

Another weakness of IQ is the fact that the tests have long been known to be culture-bound, with one's score easily affected by the culture in which one was brought up. As a result, statistics that purport to compare the intelligence of the average person in different countries should be considered flawed or, at least, to have very limited value.

Regarding one's potential for growth, while many psychometricians (experts in the measurement of intelligence) insist that IQ test scores not be seen as changeable, others have a more nuanced—or a less black-and-white—view of how fixed one's IQ remains throughout life. One way to test the hypothesis that the IQ is fixed throughout life is to look at the relative contributions that genetics and the environment (the "nature versus nurture" question) may have had on an individual's IQ score. If it can be shown that the environment has played a role, then we can conclude that one's IQ can change during the course of one's life.

Although it's well known that genetically similar individuals generally have similar IQs, a number of studies of adopted twins have sought to clarify the effect of the environment in genetically identical individuals. If intelligence comes 100% from the genes, then identical twins would have identical IQs, no matter where they were raised. It has been found, though, that identical twins who were adopted into different families do not usually have identical IQ scores, so environment must play a role.

What's not known, though, is which environmental factors are most important. One, however, consistently seems to make a difference: health. When average IQs are compared across the world, the one factor that has the greatest impact on IQ is the level of infectious, especially parasitic, disease in the population. The effect of parasitic infections in early childhood is a slowing of intellectual development, affecting children's performance on standard intelligence tests.

Finally, the health factor might explain one of the most intriguing observations about intelligence: the Flynn Effect. Since the early 1900s, scores on IQ tests have largely increased in most parts of the world, a discovery of scientist James Flynn. Based on the recent discovery of the association between intelligence and childhood health, it has been theorized that these rising scores might be due to an increase in vaccinations and improved nutrition, which tends to support the belief that the most important environmental influence on IQ is health.

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

- ☐ 1 The Flynn Effect may be due to improved health around the world since the early 1900s.
- ☑ 2 Although scientists are learning more about what determines intelligence, there is still much to be learned.
- ☐ 3 Genetics appears to play a more important role in intelligence than the environment.

LESSON 3 Discuss the effect of the environment on intelligence

A READING

Suggested time: 15 minutes | Your time:

- Read the directions and the target question. Ask Ss to read the text and list the reasons mentioned.
- Have Ss compare their answers with a partner. Then check answers as a class.
- To check understanding of the vocabulary, ask:

  What is verbal ability*?* (the skill to understand and communicate well with words) *What does* fall short of *mean?* (to fail to meet expectations or standards)

  What is academic achievement*?* (performance and accomplishment of specific goals in school)

  What is a black-and-white *view of an issue*? (a view that considers the issue a simple one, clearly defined into the right and wrong aspects)

  What does it mean to play a role *in something?* (to have an effect on something)

  What are standard intelligence tests*?* (tests that measure a range of abilities and provide a score of a person's intelligence and potential)

OPTION (+5 minutes) To check comprehension before (or after) Exercises B, C, and D, ask:

How was IQ originally calculated? (by dividing a child's mental age by his / her chronological age and multiplying by 100)

What five things are usually assessed on a classic intelligence test? (general knowledge, mathematical ability, verbal ability, logic, memory)

Can IQ indicate a person's creativity or practical ability? (no)

Are IQ tests affected by a person's culture? (yes)

What is a psychometrician? (an expert in the measurement of intelligence)

What is one environmental factor that consistently affects IQ? (health)

What did James Flynn discover? (IQ test scores have largely increased in most parts of the world since the early 1900s.)

B UNDERSTAND MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions and the statements.
- Have Ss choose the main idea. Ask them to read the text again if necessary.
- Go over the answer with the class.

OPTION (+5 minutes) Have Ss explain why statements 1 and 3 are not the correct choices. (Possible answers: Although statement 1 is true according to the last two paragraphs of the article, it is just a supporting detail. Statement 3 is not true. According to the fifth and sixth paragraphs, both genetics and the environment seem to play a role in intelligence, but the text doesn't say one is more important than the other.)

C UNDERSTAND DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss read the statements and choices. Check understanding.
- Have Ss do the activity individually. Encourage them to find information in the text to justify their answers.
- Review the answers with the class. Ask Ss to provide the passages in the text that support their answers.

EXTENSION (+10 minutes) In pairs, have Ss write five sentences about information in the reading, using the choices not selected in this exercise: *nature*, *genetic*, *disproved*, *a few*, *vaccinations.* Ask volunteers to share their sentences with the class.

D FIND SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the statements. Check understanding.
- Have Ss do the activity individually. Suggest they underline the passages in the article that support their answers.
- Then have Ss compare answers with a partner.
- Go over the answers with the class. Ask Ss to provide the information from the text that supports their answers.

EXTENSION (+5 minutes) Ask Ss to think about the areas tested on classic IQ tests: general knowledge, mathematical and verbal ability, logic, and memory. Ask, *Do you think these are good measures of intelligence? Why or why not?* Have Ss discuss the question in small groups. Then ask volunteers to share their views with the class.

Communication Activator

A TALKING POINTS

Suggested time: 15 minutes | Your time:

- Read the directions and the age groups.
- Point to each photo and ask, W*hat age group is this child / are these children in? What's happening in the photo?* (Possible answers, clockwise from top left: 12–24 months: a mother is reading to her daughter; early primary school: a mother is teaching her daughter to play the guitar; 3–5 years of age: a boy is studying the natural world; 0–12 months: a doctor is checking the baby's health; later years: the children are in a lab class, studying science)
- Then ask, *Do you think these activities can enhance a child's intelligence?* Elicit answers, asking Ss to give reasons.
- Have Ss make their lists of activities for each age group. Encourage them to write at least one idea for each group. Ask them to think about how each activity would boost the child's intelligence. Monitor and assist as needed.

TEACHING TIP (+5 minutes) If you notice that Ss without children or younger siblings struggle to think of ideas, pair them with classmates who are parents or older siblings and allow them to create their lists in pairs.

B DISCUSSION

Suggested time: 15 minutes | Your time:

- Read the directions. Call on a volunteer to read the example answer.
- Go over the **Keep Talking!** box and play the video to support Ss as they extend their discussions.
- If necessary, give Ss time to think about reasons and examples for the activities they listed.
- In small groups, have Ss share and discuss their ideas.
- To review, ask volunteers to share one activity for each age group, explaining their answers.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ sharing an activity for each age group
✓ supporting their ideas with reasons and examples

CLOSURE ACTIVITY (+5 minutes) Write on the board: *What activities from your childhood do you think helped boost your intelligence? Explain how.* Ask Ss to write their names and answers on a blank sheet of paper. Collect Ss' answers and read them to identify areas for review and extra practice.

Remind Ss they will find additional reading practice in their digital resources.

C **UNDERSTAND DETAILS** | **Choose the best word or phrase to complete the statements.**

1 The fact that intelligence can change over time proves that (nurture/ nature) has an effect.
2 It's not definitively known which (environmental/ genetic) factor has the greatest impact on intelligence.
3 The role of childhood health in regional differences in intelligence has been (investigated/ disproved).
4 Since the early 1900s, the Flynn Effect has been observed in (most/ a few) countries around the world.
5 The Flynn Effect describes a rise in (IQs/ vaccinations).

D **FIND SUPPORTING DETAILS** | **Check the statements that are or might be true. Find details in the article to support your opinion.**

☐ 1 Adult intelligence is determined in the same way as that of children.
☑ 2 An IQ score doesn't describe all types of intelligence. *2. IQ can't predict one's level of creativity or one's potential for growth. They are also culture-bound.*
☑ 3 Psychometricians disagree about whether intelligence can be changed. *3. While many psychometricians insist that IQ test scores not be seen as changeable, others have a more nuanced view of how fixed one's IQ remains throughout life.*
☐ 4 General knowledge, mathematical and verbal ability, logic, and memory are used to measure intelligence around the world.
☑ 5 Comparing the intelligence of identical twins adopted into two different families is one way to observe the influence of the environment on intelligence. *5. It has been found, though, that identical twins who were adopted into different families do not usually have identical IQ scores, so environment must play a role.*

COMMUNICATION ACTIVATOR

Now let's discuss the effect of the environment on intelligence.

A **TALKING POINTS** | **Imagine that you are a new parent and that you believe environment has a role in maximizing the intellectual potential of a child. Make a list of activities you think would enhance your child's intelligence at each age of his or her early life.**

0-12 months

12-24 months

3-5 years of age

early primary school

later years



B **DISCUSSION** | **In a small group, share your ideas from Talking Points. Explain how you think the activities would boost your child's intelligence.**

> "Personally, I believe the best way to develop children's intelligence is to read to them every night at bedtime. It builds their vocabulary and their love of learning. I would start reading to my kids even before they can talk."

KEEP TALKING! ●●●

- **Ask questions.**
- **Provide reasons for your ideas.**
- **Support your ideas with examples from your life, your knowledge, or the life of people you know.**
- **Agree and disagree.**
- **Say as much as you can.**

Watch the video for ideas!

4 COMMUNICATION GOAL Evaluate your emotional intelligence

A VOCABULARY | Interpersonal and intrapersonal intelligence | Read and listen. Then listen again and repeat.



Interpersonal intelligence: the ability to understand the intentions, motivations, and desires of others

Examples

- **social skills:** managing relationships to get along with others
- **empathy:** being considerate of other people's feelings

Intrapersonal intelligence: the ability to understand one's own feelings, fears, and motivations

Examples

- **self-awareness:** knowing one's own emotions, strengths and weaknesses, and recognizing their impact on others
- **self-regulation:** controlling one's negative impulses in order to adapt to a particular environment



B ACTIVATE VOCABULARY | With a partner, describe one person you know with good interpersonal intelligence and one with good intrapersonal intelligence. Or tell your partner about someone who doesn't have either one.

> "My first job was at a restaurant. My manager had really good interpersonal skills. He always let us know he understood the stress of making customers happy, and we felt he cared about us."

C LISTEN TO CONFIRM CONTENT | Listen to a lecture. Mark each statement T (true), F (false), or ND (not discussed in the lecture).

F 1 EQ measures cognitive ability.
T 2 Emotional intelligence is a soft skill.
T 3 Budgeting and financial planning are hard skills.
NI 4 Soft skills are more important than hard skills.
F 5 It is well known that IQ cannot be increased by training.
F 6 Technical management skills form one of the emotional competencies of leadership, according to Goleman.
NI 7 Sonia Vargas is more interested in increasing her IQ than her EQ.

D LISTEN TO CLARIFY | Listen again. How does the lecturer contrast the concept of hard skills and soft skills? Be specific. *Possible answers: Hard skills are technical skills like financial planning, budgeting, and so on. Soft skills are more interpersonal and intrapersonal, such as emotional intelligence.*

E LISTEN TO DRAW CONCLUSIONS | Listen again. With a partner, answer the questions, explaining your rationale. *Possible answers:*

1 Why are the new managers going to have workshops in developing their emotional intelligence, but not their IQ?
1. There is debate as to whether IQ can be changed. But EQ is something that we can improve.
2 Why do you think emotional intelligence would be important for leaders in a company?
2. The best leaders are people who understand their employees and how to motivate them.
3 Does Daniel Goleman believe that emotional intelligence can be taught?
3. Yes. He says that EI is not innate, but is learned.
4 Can tests of emotional intelligence be as valid as IQ tests?
4. Probably not. He says that there is no objective way to test EI.

LESSON 4 Evaluate your emotional intelligence

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read the definitions of *interpersonal intelligence* and *intrapersonal intelligence*. Write *inter-* and *intra-* on the board. Ask, *What does* inter- *mean?* (between / among) *What does* intra- *mean?* (within)
- Play the audio. Have Ss read and listen to the vocabulary. Then have them listen and repeat.
- Read the definition of each skill and check understanding.

EXTENSION (+10 minutes) To check understanding, write on the board:

1. *What kind of job requires good social skills?*
2. *Who is someone you know that shows a lot of empathy? How do they do that?*
3. *What are some benefits of having self-awareness?*
4. *Why do you think self-regulation is necessary?*

Have Ss discuss the questions in groups or as a class.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the example answer.
- Elicit an example of someone with good or bad intrapersonal intelligence. (For example: bad: someone who always screams at other people, talks loudly in the library, interrupts a speaker or lecturer all the time.)
- Give Ss time to think about someone they know and how to describe their skills—or lack of.
- In pairs, have Ss share their descriptions. Monitor and assist as needed.
- Ask volunteers to share their descriptions with the class.

C LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Read the directions. Go over the statements and check understanding. Elicit the meaning of *cognitive ability* (ability to understand and learn through thought and mental processes), *budgeting* (planning of how much money you will spend on something), and *competencies* (skills). Ask Ss to listen for the definitions and explanations of *EQ*, *soft skills*, *hard skills*, and *emotional competencies* in the lecture.
- Have Ss listen to the lecture and do the activity. If necessary, have Ss compare their answers in pairs. Play the audio again for them to check their answers.
- Go over the answers with the class.

LANGUAGE AND CULTURE

- *EQ* stands for *emotional quotient*.
- We use the phrase *quote unquote* in spoken English to indicate where quotation marks would be if the statement were written. It often shows the speaker doesn't agree with the word used. In the audio, it is used to indicate that the word "smart" might not be the most appropriate term.
- If *the last word hasn't been spoken* about something, there is a lot more to say about the topic and people will continue to discuss it.
- A *set point* is a value or point around which the normal range fluctuates. An *emotional set point* is the usual level of emotion a person feels or goes back to after responding to a highly emotional event.
- *Put your finger on something* means to know or be able to explain exactly what is wrong or unusual about something.
- *Pop psychology*, also called *popular psychology*, covers psychology topics that are interesting and influence the general population but are not necessarily supported by scientific evidence.
- *Be at the top of your game* means to be doing something at the very highest level, such that you could not perform any better.

EXTENSION (+10 minutes) Ask Ss to correct the false statements. Play the audio again if appropriate. (Possible answers: 1. EQ measures emotional intelligence. 5. There's a lot of controversy about whether it's possible to improve IQ scores. 6. There are five main emotional competencies of successful leaders: self-awareness, self-regulation, social skills, empathy, and motivation. Technical management skills are hard skills.)

D LISTEN TO CLARIFY

Suggested time: 5 minutes | Your time:

- Play the lecture again. Ask Ss to listen for the descriptions of *hard skills* and *soft skills* and take notes.
- Have Ss compare their answers in pairs before going over the answers with the class.

E LISTEN TO DRAW CONCLUSIONS

Suggested time: 10 minutes | Your time:

- Play the audio again. Encourage Ss to take notes to use during their discussion.
- In pairs, have Ss share and explain their answers.
- Have volunteers share their answers with the class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Go over the statements and check understanding. Elicit or explain that *ethical consequences of [my] decisions* refers to applying the principles of what is right and wrong when choosing how to act in a certain situation.
- Have Ss check the statements that are true for them. Then ask them to count the statements they checked and read their score. Remind Ss that this is not an official test.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the list of adjectives and another read the example answer.
- In pairs, have Ss compare scores and the items they each checked. Then have them say if they feel their scores are accurate and explain why or why not.
- Bring the class together and invite volunteers to share their scores. Ask them if they agree or disagree with the score and why.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Refer Ss to the article in Exercise A on page 84. Elicit how IQ tests usually measure intelligence. (by assessing general knowledge, mathematical and verbal ability, logic, and memory)
- Read the questions. Ask a volunteer to read the example answer.
- Give Ss time to think about their answers.
- Have Ss share their answers with the class or in groups.

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

- ✓ incorporating adjectives to describe their test scores
- ✓ using the vocabulary correctly
- ✓ explaining their point of view
- ✓ effectively contrasting EQ and IQ

OPTION (+5 minutes) Write on the board: *Do you think there are some jobs that require more IQ and others that require more EQ? Explain.* In groups, have Ss discuss the question. Elicit the conclusions from the different groups.

WRITING HANDBOOK (optional, page T151)

CLOSURE ACTIVITY (+5 minutes) Write on the board: *What did you learn about your emotional intelligence?* Ask Ss to use the vocabulary for describing interpersonal and intrapersonal intelligences in their answers. Collect and read Ss' answers to identify areas for review and extra practice.

Remind Ss they will find 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.

Now let's evaluate your emotional intelligence.

A **TALKING POINTS | Take the emotional intelligence self-test. Check the statements that apply to you.**

- ◯ When I feel down, I try to focus on positive things.
- ◯ I like learning about new things.
- ◯ I find it easy to admit when I've made a mistake.
- ◯ I see mistakes as opportunities to learn.
- ◯ Most people agree that I have a good sense of humor.
- ◯ When I'm feeling upset, I'm usually aware of the cause.
- ◯ Understanding others' feelings is important to me.
- ◯ When I'm criticized, I try to use the criticism for self-improvement.
- ◯ I don't mind talking with others about uncomfortable topics.
- ◯ I find it fairly easy to get along with people I don't like.
- ◯ I am aware of how my own behavior affects others.
- ◯ I don't mind conflicts or disagreements.
- ◯ I'm good at helping people who disagree with each other to reach a solution.
- ◯ I am able to motivate myself to do things I don't want to do.
- ◯ Before making an important decision, I often ask others for advice.
- ◯ I always think about the ethical consequences of my decisions.
- ◯ I am aware of my strengths and weaknesses.
- ◯ I feel satisfied with my achievements, even if I haven't received praise.
- ◯ I generally feel good about who I am, even though there may be things I'd like to change.

SCORE

How many statements did you check?

16–19 = You have a very high EQ.

12–15 = You have an above-average EQ.

8–11 = You have an average EQ.

4–7 = You have a below average EQ.

1–3 = You have a very low EQ.



B **PAIR WORK | Compare your scores from Talking Points. Do you each feel that your score accurately measures your emotional intelligence? Explain, using some of the adjectives to support your explanation.**

> "It's really interesting. People have always said I'm empathetic, and it turns out that I got a high score. Maybe there's something to this EQ stuff."

Adjectives

ambitious	indifferent	polite
collaborative	judgmental	relaxed
considerate	loyal	reliable
empathetic	modest	rude
fair	open-minded	trustworthy

C **DISCUSSION | Based on the quiz, in which way does EQ seem to measure intelligence differently from IQ? Why might an EQ score be useful for an employer to know?**

> In my opinion, a high EQ score would contribute to a workplace with less conflict between people who work together.



WRITING HANDBOOK p. 151

- **Skill:** Explaining cause and result
- **Task:** An essay about staying focused on a task

PROGRESS SELF-CHECK NOW I CAN

- ☐ Identify my unique strengths.
- ☐ Talk about how I study.
- ☐ Discuss the effect of the environment on intelligence.
- ☐ Evaluate my emotional intelligence.

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

Soft Skills Workshop 4

A "How to" Demonstration

Outcome

You will demonstrate how to accomplish something.



How to overcome a fear or phobia



How to design and plant a garden



How to make [something to eat or drink]

MORE IDEAS

How to plan and host a party / meeting / event
How to prepare for a job interview
How to care for a cold / fever / backache
How to expand your English vocabulary
Your own idea: ___

1 TEAMWORK Choose a topic.

Form teams. Discuss and choose a topic from the photos or the More Ideas list for your how-to demonstration.

Break your team into pairs or small groups. With your partner(s), use the Planner to plan a series of steps and select the format you'd like to use in your demonstration.

PLANNER

1 Plan the steps you'd like to use in your demonstration. Write notes here, using transition words such as First, . . . / Then . . . / After that, . . . / Finally, . . .)

2 Discuss and choose the format(s) you want to use. If you want to include objects or props, discuss and decide what you would like to include.

- ◯ show slides from a deck
- ◯ make posters with drawings, photos, or magazine cut-outs
- ◯ write a list on a whiteboard
- ◯ show objects or demonstrate with props
- ◯ act out the steps or present a skit
- ◯ other: _____

Meet with the rest of the team. Share your presentation steps and format ideas from the Planner with the team. Explain the reasons for your choices.

Compare the steps from each group's planner and decide which one or ones to use in your team's how-to demonstration. Agree on the presentation format(s) as well.

Tips for TEAMWORK

Invite your colleagues to share personal experiences.
Who's ever tried to ___ ?
Has anyone had experience with ___ ?
Are any of you good at ___ ?

Offer reasons for your decisions.
We thought the class might find ___ [interesting].
I figured that this would be ___ .
We all agreed that ___ .

Soft Skills Workshop 4: A "How-to" Demonstration

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

1 TEAMWORK

Suggested time: 30 minutes | Your time:

- Read the workshop title and the **Outcome** note. Ask, *Have you had any experience with a how-to demonstration? What did you demonstrate? What suggestions do you have for someone doing this type of presentation?*
- Read the directions for the first set of tasks. Have Ss look at the photos. Read the captions and then the list of topics in the **More Ideas** box. Tell Ss they can demonstrate one of these things or something else they have knowledge of and / or experience with.
- Read the second set of tasks. Go over the items in the **Planner**. Check understanding of *slides from a deck* (a slide presentation using a digital application), *magazine cut-out* (an image clipped from a magazine), *prop* (an object used for a presentation), and *skit* (a short, usually humorous, performance to educate or inform).
- Suggest Ss choose the formats that are most appropriate for their demonstration. Give examples: *A demonstration of how to cook something might work better with props so you can show some of the ingredients or cooking tools. On the other hand, a demonstration of how to care for a cold might work better with presentation slides, where you can show images of medicines or list ideas.* Remind Ss they can use any combination of formats, or any other necessary ones.
- Then read the directions for the final sets of tasks.
- Go over the ideas in the **Tips for Teamwork** box. Encourage Ss to use these ideas in their discussions.
- Agree with the class how long their demonstration should take (for example, 4–5 minutes). Suggest they keep this time limit in mind when preparing their presentation.
- Form teams of 4–6. Have each team decide on a topic and share it with the class before moving on to the planning stages.
- Monitor and assist as needed. Keep time as Ss work.

OPTION (+10 minutes) To help Ss prepare for the task, find a short video of an effective how-to demonstration online and show it to the class. Ask Ss to describe the steps and presentation formats used. Then ask them if they considered the demonstration effective, and why or why not.

TEACHING TIPS

- Write on the board time limits for each set of tasks. (For example: 5 minutes to discuss and choose a topic; 10 minutes to plan steps and choose formats in pairs; 15 minutes to share, discuss, and decide the steps of the demonstration and the presentation formats in groups)
- Ask Ss for the list of props or electronic devices they are planning to use for their demonstrations. Make sure these can all be used in the classroom where Ss will give their presentation. You might also want to confirm if Ss would be able / allowed to use some of the school's equipment (such as computers, projectors, flipcharts) if necessary.

2 COLLABORATION

Suggested time: 30 minutes | Your time:

- Read the directions and clarify the process as needed.
- Read the ideas in the **Tips for Collaboration** box. Encourage Ss to use this language as they collaborate. Remind them to keep a positive attitude and to respect each other's opinions and work.
- Have Ss get back in their teams and write their script. Remind them to keep it within the time limit for the presentation.
- Monitor and assist as needed. Make sure all Ss are involved and have a role.

TEACHING TIPS

- Encourage Ss to use language they learned in previous units in their presentations. Suggest, for example, they use the subjunctive in their suggestions and recommendations (Unit 8, page 82). Depending on what they are demonstrating, refer them to the tips for job interviews (Unit 1, pages 10–11) or the information on fears and phobia (Unit 3, pages 26–27, and Unit 7, pages 72–73).
- Have Ss complete their individual tasks as homework if necessary.
- If most teams need to collect props outside the classroom, schedule their presentations—or all the presentations—to a future class session.

3 PRESENTATION

Suggested time: 30 minutes | Your time:

- Read the directions.
- Go over the **Tips for Presentation** box. Encourage Ss to incorporate these ideas into their scripts.
- Elicit other suggestions for an effective demonstration. (For example: speak clearly, at a good volume and good pace; make sure the audience can see what you are doing with objects and props; use large, clear fonts and avoid including too much information on each slide)
- Direct Ss' attention to **Evaluate**. Read the directions. Give Ss a minute to read the questions silently. Suggest Ss refer to the Evaluate checklist as they practice their presentations and give each other feedback.
- Monitor as Ss rehearse. Assist with body language and pronunciation as needed.
- Print and pass out the **Evaluation Chart** before the presentations. Make sure Ss have a chart to fill out for each group. Suggest Ss take notes as each group speaks. Encourage them to highlight what each group did particularly well.
- Call on teams to present their demonstrations. If time is limited, have two teams present to each other.
- Encourage the audience to think of questions to ask at the end of each presentation.
- Leave time after each presentation for the audience to ask questions and complete the Evaluation Chart (for example, 5 minutes). Have the team that just presented complete an Evaluation Chart about their presentation as well.
- Collect Ss' Evaluation Charts after the final presentation.

Print out the **Evaluation Chart**.

2 COLLABORATION

Write a script and assign roles.

With your teammates, write an introduction, explaining why your team chose its topic. Then write the script for what you will say as you do your demonstration.

Take turns reading the script aloud. Suggest ways to improve the script. Correct any errors.

Decide which team members will create the visuals, collect the props, or produce anything else required for the presentation format the team agreed on.

Assign roles for the demonstration. For example, one team member could introduce the demonstration topic, and the remaining team members could be assigned to present the various steps or manage the visuals.

Tips for COLLABORATION

Show willingness to accept an assignment.

I'd be happy to do that. Got it!
Consider it done! My pleasure.

Ask for and be open to feedback.

Can I run something by you?
How about we give [my idea] a try?
See what you think of this.

Provide colleagues with positive encouragement.

You're such [a team player / a genius]!
[Paula] is so [talented / creative / reliable], isn't she?
You really have a knack for [using digital media].



3 PRESENTATION

Rehearse the demonstration and present it to the class.

Rehearse: Provide each team member with a copy of the revised and corrected script.

Take turns rehearsing each part of the demonstration. Listen carefully to your teammates' delivery, provide feedback, and offer suggestions.

Present: Present your demonstration to the class. Introduce each new speaker. Check frequently whether your audience looks engaged with the topic or looks confused.

After your demonstration, ask the class for questions. Take turns answering, depending on which team member feels most able to respond.

Tips for PRESENTATION

Interact with the audience before you begin.

Have any of you ever tried ___ ?
What do you think of ___ ?
Are you ready to [learn something new]?

Confirm that the audience is following you.

What do you think?
Does anyone have any questions?
Is that clear?

EVALUATE

Improve your presentation skills.

Use the Key to answer the questions and evaluate each how-to demonstration. Discuss strengths and weakness and make suggestions about how each demonstration might be improved.

1 Did the demonstration adequately explain why the team chose the topic?

2 Did the demonstration include a clear sequence of steps that helped achieve the desired goal?

3 Did the presentation format provide visual support that helped make the demonstration easy to follow?

4 Did the presenters interact with the audience?

5 Did the presenters make sure the audience was paying attention?

KEY

Y = yes
U = usually
S = sometimes
N = no



UNIT 9

Looking Ahead

PREVIEW

Possible answer:
The trend is birthrates falling globally. Reasons: Women are receiving more education and joining the workforce, choosing to have fewer children; the cost of raising children has become too expensive for many; more people have access to TV; there's greater awareness of other cultural traditions.

A DEMOGRAPHIC TRENDS | **Listen to a report. What worldwide trend is the speaker describing? What reasons does she suggest might explain these changes?**

B ZOOM-IN | **Read and listen to a husband and wife discuss the future. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Les = American English (regional)
Lena = American English (regional)

Les: Whoa! So listen to this: "In the next five years, more than 20% of all products will have been manufactured, packed, shipped, and delivered without ever having been touched by a human hand."

Lena: That's pretty extreme. Seriously?

Les: Well, that's what it says. . . . They call it "hyper-automation"—robots doing just about everything. So what I'm wondering is, will there be any jobs left for us humans? Seriously, Lena. I'm not being facetious. You're a business professor. What do you think?

Lena: I think that's jumping the gun. We can't know for sure where this "hyper-automation" will lead.

Les: So you don't think it'll lead to massive unemployment?

Lena: Maybe in jobs we know robots can master—things that require manual dexterity, or involve repetitive movements, and just don't need to be performed by humans anymore. It doesn't mean that other kinds of jobs are going to suddenly go poof.

Les: Well, I'm not convinced robots aren't capable of a lot more. Who says they can't invent things, or collaborate with each other? When will we be seeing stories about that?

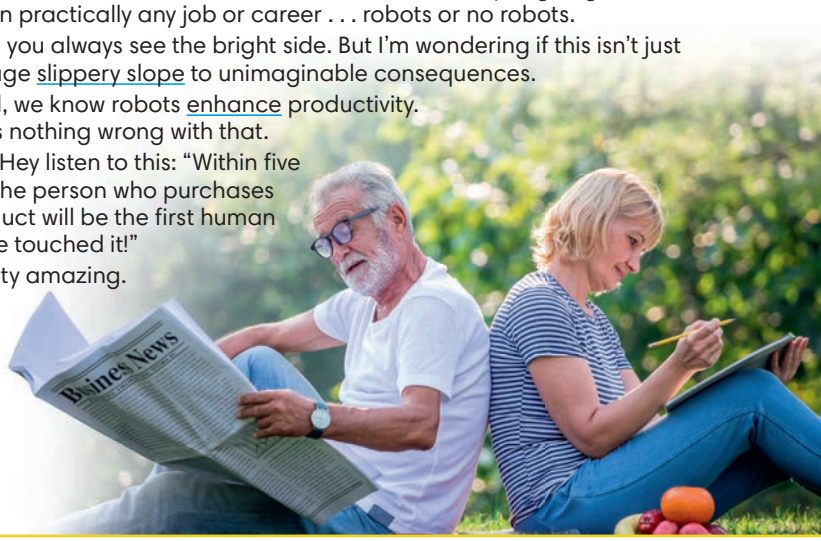
Lena: Not in *our* lifetime. And there's been so much hoopla lately at my college about teaching students the quote unquote "soft skills"… you know: collaboration, teamwork, communication. They're going to need those in practically any job or career . . . robots or no robots.

Les: Lena, you always see the bright side. But I'm wondering if this isn't just one huge slippery slope to unimaginable consequences.

Lena: Well, we know robots enhance productivity. There's nothing wrong with that.

Les: True. Hey listen to this: "Within five years the person who purchases a product will be the first human to have touched it!"

Lena: Pretty amazing.



C UNDERSTAND FROM CONTEXT | **Find featured words and phrases in Zoom-In and, with a partner, write an original sentence using each of them.** *Possible sentences:*

1 a word that means "excitement and discussion" *hoopla: There was a lot of hoopla surrounding the launch of the new computer system.*
2 a phrase that means "a state in which huge numbers of people have no jobs" *massive unemployment: The city is suffering from massive unemployment.*
3 a word that means "learn perfectly and be able to do" *master: Skiing well takes a lot of practice, but eventually you'll master it.*
4 a sentence that means "I'm not kidding" *I'm not being facetious: I'm not being facetious; I really think robots can be a threat.*
5 a phrase that means "disappear" *go poof: I can't find my keys; it's like they just went poof.*
6 a phrase that means "an event that might lead to negative changes we hadn't anticipated" *slippery slope: I'm afraid bringing up politics at dinner will just be a slippery slope.*
7 a word that means "improve or increase" *enhance: Many people use filters to enhance their photos.*
8 a phrase that means "coming to a conclusion before knowing all the facts" *jumping the gun: Those people lining up early for their flight are jumping the gun.*

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 DISCUSSION | **Where in the world do you think hyper-automation will most likely occur? Explain why.**

Unit 9 Looking Ahead

PREVIEW	Students listen to a report about a worldwide trend, read and listen to a conversation on hyper-automation, take a survey about their beliefs about the future.	
LESSON 1 **Discuss the pros and cons of innovative technologies**	***Vocabulary***	Expressing and dismissing concern
	Listening skills	Listen for point of view; Listen to summarize
	Grammar	The passive voice in unreal conditional sentences
LESSON 2 **Make predictions about science and technology**	***Grammar***	The passive voice: the future, the future perfect, and the future as seen from the past
LESSON 3 **Talk about preparing for future pandemics**	***Reading skills***	Understand writer's purpose; Understand from context
LESSON 4 **Explain social and demographic trends**	***Vocabulary***	Demographic and social trends
	Listening skills	Listen for facts and figures; Listen to draw conclusions

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

Preview

A DEMOGRAPHIC TRENDS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask, *What does* trend *mean?* (a general direction in which something is changing or developing)
- Have Ss listen to the report and note down their answers. Then go over the answers as a class.

OPTION (+10 minutes) Dictate these questions for Ss to write down:
On average, how many children did an American family have in 1950? (4.5) *And today?* (2.4)
What is Japan's population today? (about 130 million)
What is it expected to be by 2099? (53 million)
What is Italy's population today? (about 60 million)
What is it expected to be by 2099? (28 million)
Play the audio again and have Ss listen for the answers.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the conversation.
- To check comprehension, ask:
  What trend is Les talking about? (hyper-automation)
  What concern does Les have about the trend? (massive unemployment)
  According to Lena, what is one benefit of using robots? (enhanced productivity)
  What skills does Lena think people will need for their future jobs? (soft skills such as collaboration, teamwork, and communication)

LANGUAGE AND CULTURE

- The phrase *That's pretty extreme* indicates that Lena thinks the prediction sounds excessive.
- *Manual dexterity* is the ability to use your hands skillfully.
- If you *see the bright side*, you see the good in a bad situation.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss do the activity in pairs.
- Ask volunteers to read their sentences for the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Encourage Ss to look up words or phrases in an English-English dictionary.
- Monitor and assist as Ss share their sentences in pairs.
- Ask volunteers to share their sentences with the class.

E DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the question to the class. Then have Ss discuss it in pairs or small groups. Remind them to explain their views.
- Have volunteers share their views with the class.

F TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the title and the instructions at the top of the survey.
- Ask Ss to read the predictions silently.
- Check understanding of *armed conflicts* (wars or fights with weapons) and *climate change* (major changes to the world's climate, such as the increase in global temperatures or more frequent extreme weather events).
- Have Ss add one of their own predictions in item 11. Remind them it should be an optimistic one.
- Give Ss a few minutes to take the survey. Ask them to think about the reasons for their responses.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions.
- If necessary, give Ss time to think about the reasoning and details for their responses to the survey.
- Have Ss compare and discuss their responses with a partner. Remind the pairs to identify which of them is more optimistic about the future (for example, who thinks more of the predictions will happen in more places). Monitor and assist as needed.
- To review, ask volunteers to share their opinions and reasoning about each prediction with the class.

EXTENSION (+10 minutes) In groups or with the class, have Ss share the predictions they added to the survey, saying where they would happen and giving reasons. Ask the other Ss to agree or disagree and to explain their views.

EXTENSION (+5 minutes) Have Ss read the question in the caption below each photo. Then have them write a short paragraph response to one of the questions. Ask them to include reasons and examples.

CHALLENGE (+15 minutes) Divide the class into 3–4 groups. Assign each group one of the questions in the caption below each photo. Ask them to divide their group into two teams—an optimistic one and a pessimistic one. Have each team make a list of arguments to support their views. Then have the two teams in each group debate their views in front of the class.

Lesson 1 Discuss the pros and cons of innovative technologies
Lesson 2 Make predictions about science and technology
Lesson 3 Talk about preparing for future pandemics
Lesson 4 Explain social and demographic trends

F TALKING POINTS | Take the survey.

Your **beliefs** about the **future**

Read 10 optimistic predictions. Circle the response that most closely reflects your opinion. (You can circle more than one.)

1 **Robots will be a common feature in most people's homes and will enhance our lives.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

2 **There will be opportunities for me to find a job in my chosen career.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

3 **Women and men will be paid equally for equal work.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

4 **Most young people will make more money than their parents and grandparents did.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

5 **I'll be able to use English regularly in my life.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

6 **The world will become more peaceful, and there will be fewer armed conflicts.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

7 **Crime will decrease, and the streets will be safer at night.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

8 **People will take action to reduce climate change, and the environment will be protected.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

9 **Pandemics will be prevented.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

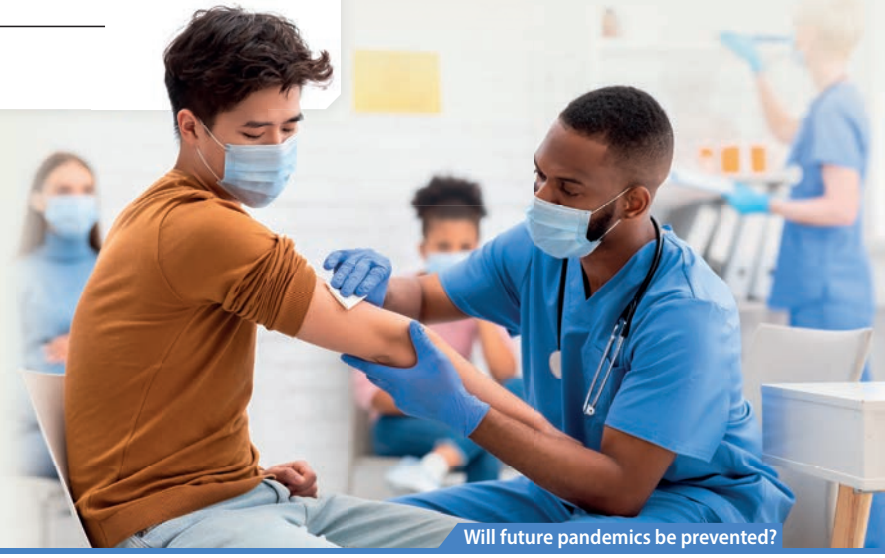
10 **Poverty and unemployment will be reduced.**
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

11 **My own prediction:** _____
In my city | In my country | Everywhere | Nowhere |
Elsewhere (If so, where? _____)


Will robots be a common feature in homes?


Will the world become a more peaceful place?


Will streets be safer at night?


Will future pandemics be prevented?

START TALKING

PAIR WORK Compare and discuss responses on the survey in Talking Points. Explain your reasoning, including details. Which one of you is more optimistic about the future?

1 COMMUNICATION GOAL

Discuss the pros and cons of innovative technologies

A VOCABULARY | Expressing and dismissing concern | Read and listen. Then listen again and repeat.

TO EXPRESS CONCERN

- It's a slippery slope.
- It's playing with fire.
- It's like opening a can of worms.
- It's like opening a Pandora's Box.



TO DISMISS CONCERN

- I don't see it that way at all.
- I think that's a little exaggerated.
- I guess I just see things differently.
- Don't you think you might be going overboard?



B LISTEN FOR POINT OF VIEW | Listen to five conversations about innovative technologies and write the correct conversation number next to each technology. Then listen again and choose the word that indicates the speaker's point of view about each technology.

3 **a** genetic engineering
She's (concerned / not concerned) about it right now.

4 **b** remote surgery
She's (concerned / not concerned) about it, but he (is / isn't).

1 **c** reproductive cloning
They're (concerned / not concerned) about it.

5 **d** artificial intelligence
They're (concerned / not concerned).

2 **e** microchip implants
He's (concerned / not concerned) about them.

C LISTEN TO SUMMARIZE | With a partner, write a short summary statement in your own words about one use of each technology, based on what you learned in the conversations. Compare statements with a partner. Listen again if necessary. *Possible answers:*

Example: genetic engineering *Genetic engineering is used to enhance the disease resistance of plants.*

1 genetic engineering *Genetic engineering is used to increase plants' ability to survive cold temperatures.*
2 remote surgery *Remote surgery can be used for complicated surgeries when there's no surgeon available locally.*
3 reproductive cloning *Reproductive cloning is controversial and could be dangerous.*
4 artificial intelligence *There are many applications for artificial intelligence that could have unintended consequences.*
5 microchip implants *Microchip implants are being used to hold many types of personal information with the goal of simplifying people's lives.*

D GRAMMAR | The passive voice in unreal conditional sentences

In unreal conditional sentences, the passive voice can be used in one or both clauses.

Remember: Form the passive voice with a form of be + a past participle.

The present unreal conditional

If cancer-preventing chemicals **could be embedded** in foods through genetic modification, that technology **might be** more widely **accepted**.
If I **were offered** an unhackable microchip, I'd get it and store absolutely everything on it.

The past unreal conditional

If remote surgery **had been approved** last year, it **would have been offered** to you when you needed your operation.
If the computer chip **hadn't been developed**, many of our most innovative technologies wouldn't be available to us now.

LESSON 1 Discuss the pros and cons of innovative technologies

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Ask Ss, *What is something you are concerned about?* Elicit answers.
- Have Ss read and listen to sentences. Then have them listen and repeat.
- Check understanding of the vocabulary.

LANGUAGE NOTES

- **To Express Concern:** All four expressions convey the opinion that a planned course of action is going to create more problems: *A slippery slope* is something dangerous that only increases speed on the way down and is difficult to reverse. *Playing with fire* implies the action is foolish, like a child not realizing how dangerous fire is. *A can of worms* implies that when the can is opened, all the worms come out and cannot be put back into the can. *A Pandora's box* comes from Greek mythology. The Greek gods gave Pandora a box but told her never to open it. After a time, overcome by curiosity, she opened it, releasing the miseries of the world.
- **To Dismiss Concern:** In this context, *go overboard* means to react in an excessive way to a situation.

B LISTEN FOR POINT OF VIEW

Suggested time: 10 minutes | Your time:

- Read the list of technologies aloud. Ask Ss, *What do you know about these technologies?* Elicit answers.
- Read the directions for the first task. Then play the audio for Ss to write the number of the conversation next to the technology discussed. Check answers.
- Then ask Ss to listen again and choose if the speaker is concerned or not about each technology. Point out the subject in each sentence. Ask Ss to pay attention to the point of view of the woman, man, or both the speakers. Play the audio again.
- Go over the answers as a class.

LANGUAGE AND CULTURE

- Conversation 1: *Mother Nature* is used to personify nature, especially when considered a force that affects people and the world.
- Conversation 2: The question *What's to stop [someone] from [doing something]?* is rhetorical, meaning there is nothing that can keep the person from doing that action.
- Conversation 2: In this context, *get a hold* of something means to take control of it.
- Conversation 2: Say *count me out* if you do not want to be included in an activity or a plan.
- Conversation 5: If something is *in the works*, it is being planned, produced, or dealt with.

EXTENSION (+10 minutes) Play the audio again for Ss to note down what each speaker is concerned (or not) about. Check answers. (1. She thinks reproductive cloning is dangerous and unethical. 2. He thinks microchip implants could be hacked and private information stolen. 3. She's not concerned about genetic engineering as she claims there is no evidence that GMOs are harmful. 4. She thinks the Wi-Fi network could go down or someone could hack the line during a remote surgery. 5. She thinks artificial intelligence could be used by the military in dangerous ways.) Then have Ss tell a partner if they agree or disagree with each speaker, giving reasons.

C LISTEN TO SUMMARIZE

Suggested time: 5 minutes | Your time:

- Remind Ss that a summary statement should include only the main idea.
- Have Ss write their statements and then compare them with a partner. Play the audio again if appropriate.
- Ask volunteers to share their statements with the class.

D GRAMMAR

Suggested time: 5 minutes | Your time:

- Write on the board:
  If people used more innovative technologies, they would save a lot of time.
  Ask Ss, *Do people use more innovative technologies?* (no) *Do they save a lot of time?* (no) Elicit that the sentence uses the present unreal conditional.
- Then write this sentence below the one on the board:
  If more innovative technologies were used, a lot of time would be saved.
  Elicit the difference between the two sentences. (The first is in the active voice; the second is in the passive.) Point out the passive voice can be used in conditional statements—either in one or both clauses.
- Read the **Remember** box. Ask, *What forms of* be *are in the second sentence on the board?* (were, would be) *What are the past participles?* (used, saved)
- Read the rule in the grammar box. Have volunteers read the headings and examples. Elicit the *be* form and past participles in each example.
- Point out the second example. Remind Ss that in the present unreal conditional, *were*, not *was*, is usually used with singular persons.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the example prompt and sample answer. Ask, *Is the sample answer a present or a past unreal conditional?* (present) *Which voice is used in the* if *clause?* (the passive) *Which form of* be *is used in the* if *clause?* (were)
- Go over the items. Check understanding.
- Have Ss complete the exercise individually.
- For each item, ask a S to share their statement with the class. Then ask if anyone used a different verb form in the *if* clause. Elicit a sentence with a different tense.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss compare and explain the opinions the wrote in Exercise E. Encourage them to provide examples when appropriate.
- To review, call on Ss to read one of their statements, explaining their opinions and giving examples.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Respond with *Seriously?* to express disbelief
- Use *I'd think twice before . . .* to advise cautiousness about a decision
- Agree with someone's strong opinion with *That makes two of us!*

- Have Ss read and listen to the conversation.
- To check comprehension, ask:
  What innovative technology are they discussing? (implanting computer chips under the skin)
  What is a positive application for it? (as ID and money)
  What is a concern about it? (If the chip is hacked, your personal information could be stolen.)
- Elicit expressions used to express concern. (That gives me the willies, I'd think twice before . . .)
- Read the **Social language** note. Point out this phrase is more common in spoken English.

LANGUAGE NOTES

- Speaker A uses *people* in the first line. Although it is correct and more formal to use a possessive (*people's*) before a gerund, in speaking it is often avoided.
- If something *gives you the willies*, it makes you nervous or frightened. The term is informal yet polite.
- If someone *hit the nail on the head*, what they said was exactly right.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat the conversation.
- Monitor as Ss practice the conversation. Have them switch roles and repeat.

C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the headings and sample answers on the notepad. Ask, *Is this a positive or a negative application?* (positive) *Why?* (The plants wouldn't be attacked by insects.)
- Have Ss choose two technologies and think of a positive or a negative application for each. Allow Ss to research applications for each technology online.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Go over the ideas in the **Keep Talking!** box and play the video.
- Go over the **Recycle This Language** box and refer Ss to the **Social language** box. Encourage them to use these expressions in their conversations if applicable.
- Have Ss create and role-play their conversations in pairs. Monitor and assist as needed. Have Ss change roles and practice again, talking about a different technology, before working with a new partner.

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

- ✓ describing the applications for each technology
- ✓ using passive voice in unreal conditional sentences correctly
- ✓ using expressions to express or dismiss concern appropriately

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) Ask Ss to choose two technologies mentioned in the lesson and write an unreal conditional sentence about each. Ask them to use the passive in both sentences. Collect and read Ss' sentences to identify areas for review.

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

E **GRAMMAR PRACTICE** | **Using the prompts, write a present or past unreal conditional statement that expresses your own opinion. Use the passive voice in the if clause.**

Example: Genetic engineering / prohibited

If genetic engineering were prohibited, farmers wouldn't be able to take advantage of the methods that have been developed to enhance crop disease resistance.

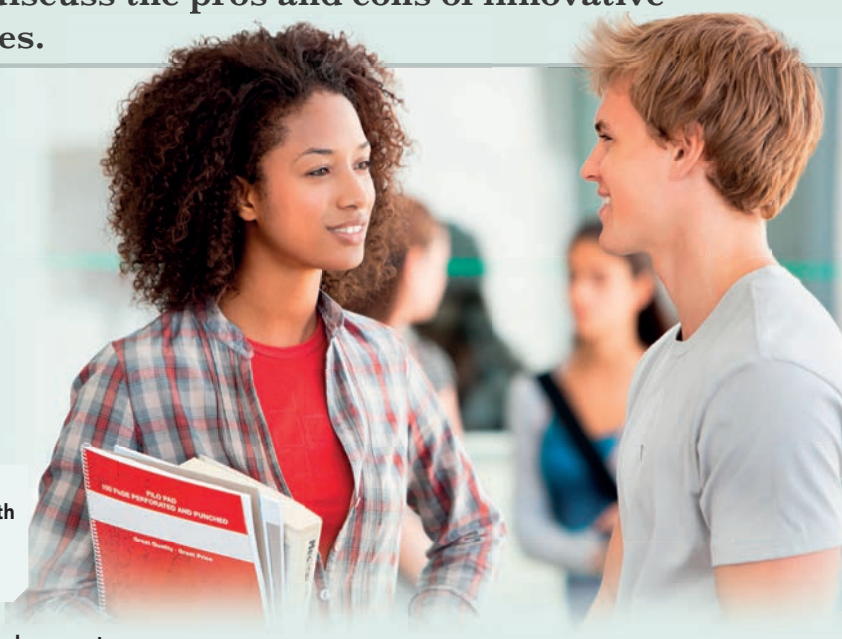
1 Cloning of humans / permitted
2 Everyone / trained to use soft skills
3 Surgeries / always performed by robots
4 Electricity / discovered four centuries ago
5 Astronauts / not sent to the Moon in 1969
6 Buses driven by people / replaced by driverless vehicles
7 The way to start fires / not discovered by early humans

See below for possible answers.

F **PAIR WORK** | **Compare the statements you wrote for Exercise E. Explain your opinions and provide examples.**

COMMUNICATION ACTIVATOR

Now let's discuss the pros and cons of innovative technologies.



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

A: What do you think about people implanting computer chips under their skin?
B: They do that? Why?
A: Well, they say you could identify yourself instantly just by passing your hand through a scanner. You wouldn't need a wallet, money, credit cards, your driver's license . . .
B: Seriously? That gives me the willies. Nothing's foolproof. Couldn't the chip be hacked?
A: You've hit the nail on the head. If the chip were hacked, your personal information could fall into the wrong hands.
B: Well, I value my privacy. I'd think twice before getting chipped, to tell you the truth.
A: That makes two of us!

Social language
Agree informally with someone's strong opinion with "That makes two of us!"

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

C **TALKING POINTS** | **List two innovative technologies from Exercise B on page 92. Describe a positive or possibly negative application for each.**

	Innovative technology	Positive (and / or negative) application
1	genetic engineering	develop plants that are unappealing to insects

	Innovative technology	Positive (and / or negative) application
1		
2		

D **IN YOUR OWN WORDS** | **Create a similar conversation to the one in Exercise A, using your notes from Talking Points. Start like this: *What do you think about ___?* Be sure to change roles and then partners. (Option: Use the Unit 9 Energizer Worksheet.)**

KEEP TALKING! ●●●

- **Provide more reasons why you are for or against a particular technology.**
- **Evaluate the pros and cons of other technologies.**
- **Express and dismiss concern.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

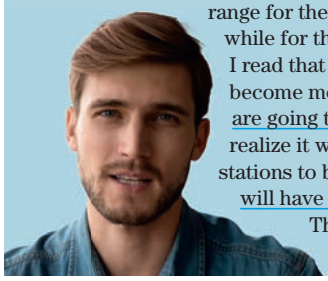
I'm not being facetious.
There's been so much hoopla about [it].
It's a slippery slope.
[Safety] will just go poof.

Possible answers for Exercise E

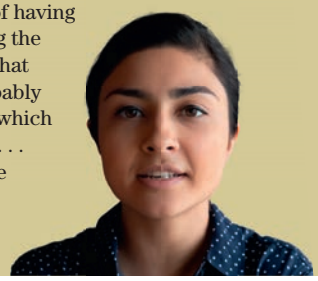
1. *If cloning of humans were permitted, we'd face many ethical dilemmas.*
2. *If everyone were trained to use soft skills, companies would be better places to work.*
3. *If surgeries were always performed by robots, there would be some unintended consequences.*
4. *If electricity had been discovered four centuries ago, technology would be much more advanced today.*
5. *If astronauts hadn't been sent to the Moon in 1969, Neil Armstrong wouldn't have been made famous.*
6. *If buses driven by people were replaced by driverless vehicles, we'd probably have fewer accidents.*
7. *If the way to start fires hadn't been discovered by early humans, our species would have become extinct.*

2 COMMUNICATION GOAL Make predictions about science and technology

A GRAMMAR CLOSE-UP | Read about some predictions. Notice the featured grammar.



Maybe I jumped the gun, but I thought that gas-fueled cars would all be replaced by electric vehicles by now. When the electrics first came on the market, their price was out of range for the average consumer, and it took a while for the price to come down. However, I read that starting this year, prices have become more competitive, and the electrics are going to be sold much more widely. I didn't realize it would take so much time for charging stations to be provided. But it looks like many will have been added by the end of the year. That'll make electric vehicles more appealing to own.



It's interesting that several countries have been sending rockets to the Moon in recent years. Some experts say that by 2035 a human settlement will have already been established there. Apparently, it's not a question of having the right technology, but rather having the will to do it. One article I read noted that the cost of such a venture would probably be shared by more than one country, which would help a lot. One thing's for sure . . . By the time there's a settlement on the Moon, plans will have been created for a settlement on Mars. Now *that's* exciting.

B DISCUSSION | Discuss the questions.

1 Will electric cars ever completely replace gas-fueled cars? Explain your reasons.
2 What do you think the purpose of a settlement on Mars might be? Do you think a settlement on Mars is worth the money it will take to create? Why or why not?

C GRAMMAR | The passive voice: the future, the future perfect, and the future as seen from the past

The passive voice is often used when discussing science and technology.

The future: will be (or be going to be) + a past participle
It's likely that human settlements **will be established** on the Moon in the near future.
Climate change **isn't going to be stopped** unless we do something about it soon.

Remember: Use a by phrase when it's important to name the agent (the performer of the action).
Our lives will be enhanced **by new technology**.

The future perfect: will have been (or be going to have been) + a past participle
By the end of this century, the world's population explosion **will have been reversed**.
Cures for many of today's major diseases **are going to have been discovered** over the next few decades.

The future as seen from the past: would be (or was / were going to be) + a past participle
Leonardo Da Vinci correctly **predicted** (that) ships **would be designed** to travel underwater.
No one really **believed** (that) the Covid 19 pandemic **was going to be spread** around the world so quickly.

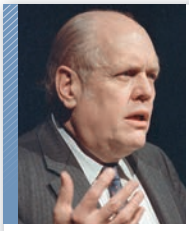
GRAMMAR EXPANDER p. 131
When to use the passive voice

D GRAMMAR PRACTICE | Read the predictions. On a separate sheet of paper, change them from active to passive voice.

See page T94 for answers.

1 Technicians will use robots to mine the Moon's natural resources.
2 India is going to surpass the U.S. as the world's second largest economy by 2050.
3 If climate change isn't addressed, the ocean will flood low-lying island nations such as Fiji.
4 Robots are going to perform the majority of microsurgeries.
5 A 3D printer will make replacement car parts for you at home.

E GRAMMAR PRACTICE | Read each prediction. Then complete the statement below it, using would be or was / were going to be + a past participle.



Computers are never going to be used in the home.

1 In the 1970s, Kenneth Olsen, CEO and founder of Digital Equipment, predicted that computers *were never going to be / would never be used in the home*.



General Motors will mass-produce self-driving cars by 2025.

2 General Motors CEO Mary Barra announced in 2020 that self-driving cars *would be / were going to be mass produced by 2025*.

LESSON 2 Make predictions about science and technology

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Have Ss read the texts. Elicit each person's predictions. (Man: Electric cars are going to be sold in many more places. More charging stations will be provided by the end of the year. Electric vehicles will become more appealing to potential owners. Woman: There will be a human settlement on the Moon by 2035. Several countries might share the cost of this settlement. By the time there is a settlement on the Moon, there will be plans for one on Mars.)

OPTION (+5 minutes) To check comprehension further, ask:
What is the man surprised by? (that there are not more electric cars now)
What factors does he think will make electric cars more appealing? (They are less expensive, and there will be more charging stations.)
What does the woman find interesting? (that several countries have been sending rockets to the Moon)
Is technology the reason why there isn't a human settlement on the Moon? (no) *What is the reason?* (people not having the will to do it)
What does she consider really exciting? (the possibility of a settlement on Mars)

LANGUAGE AND CULTURE

- If a price is *out of range* for someone, it is too high.
- A *charging station* is a piece of equipment that supplies electrical power to cars.
- *It's a question of* introduces the most important fact or issue in a situation.

B DISCUSSION

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs or small groups.
- Ask volunteers to share their views with the class.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Remind Ss about the difference between the future and the future perfect. The future with *will* or *be going to* expresses future time: *Everyone in the world will be connected to the Internet.* The future perfect expresses the idea that one event will happen before another event or a time in the future: *By the time we have grandchildren, everyone in the world will have been connected to the Internet.* Point out that sentences using the future perfect often include a time phrase or clause with *by*.
- Read the rule and the patterns. Have volunteers read the examples. Elicit additional sentences.
- Point out that the future as seen from the past often appears as indirect speech, as in the examples. Ask Ss to change the examples to direct speech. (Ships will be designed . . .; The COVID-19 pandemic is going to be spread . . .)
- Ask, *In the Grammar Close-Up, which passive forms are the underlined ones?* (future: *are going to be sold;* future perfect: *will have been added, will have . . . been established, will have been created;* future as seen from the past: *would . . . be replaced, would . . . be shared*)
- Read the **Remember** note. Ask Ss to find two phrases with *by* and an agent in the Grammar Close-Up. (by electric vehicles; by more than one country)

GRAMMAR EXPANDER (optional, pages T131–132)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the statements. Check understanding.
- Have Ss rewrite the sentences and then check answers with a partner. Remind them to use the same verb tenses as in the active sentences.
- Go over the answers. For each sentence, ask: *Who is performing the action in the sentence?* (1. technicians, 2. India, 3. the ocean, 4. robots, 5. a 3D printer) Then ask, *In which sentences is it essential to mention the agent?* (2, 4, 5)

Answers for Exercise D

1. *Robots will be used to mine the Moon's natural resources.*
2. *The U.S. is going to be surpassed by India as the world's second largest economy by 2050.*
3. *If climate change isn't addressed, low lying island nations such as Fiji will be flooded by the ocean.*
4. *The majority of microsurgeries are going to be performed by robots.*
5. *Replacement car parts will be made for you at home by a 3D printer.*

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the first prediction. Point out it is a quotation in direct speech. Ask Ss to write it as reported speech to complete the sentence below. Elicit the reporting verb. (predicted) Then elicit the reported sentence as an example.
- Have volunteers read the other predictions. Check understanding of *mass-produce* (to make in large quantities by an automated process), *over-farming* (excessive cultivation of a piece of land to the point of damaging the soil), and *primatologist* (someone who studies primates, such as apes).
- Have Ss complete the sentences individually.
- Check answers as a class.

F GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Read the directions. Ask Ss to read about the innovations silently. Check understanding.
- If necessary, do item 1 with the class. Ask Ss to complete the sample answer with a prediction based on the information in text 1. Remind them to use the future perfect in the passive voice in their statements. Elicit some predictions.
- Have Ss write their predictions about each innovation and then compare them with a partner.
- To review, ask volunteers to share their predictions.

LANGUAGE AND CULTURE

- Text 2: The *International Space Station* was built by scientists from 16 countries. It went into space in 1998 and has been inhabited since 2000. It is 250 miles above the Earth and is used mainly for scientific experiments.
- Text 2: A vacation *of a lifetime* is the best one you will ever have in your life.
- Text 3: The *heart* of a city is its center.
- Text 5: When another driver *cuts you off*, they suddenly drive in front of your car in a dangerous way.

OPTION (+5 minutes) Have Ss discuss the innovations in Exercise F. In groups or as a class, have them discuss which they think will happen sooner, which will be more relevant, which they would use, and which they wouldn't. Have them explain their answers.

Possible answers for Exercise F

1. *By the second half of the 21st century, passports will have been replaced by chips in our hands.*
2. *By 2060, the first space hotel will have been built.*
3. *In 50 years, airplanes are going to have been replaced by Hyperloop trains.*
4. *By 2050, cars are going to have been redesigned with affective computing technology.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Then read the column headings in the chart. Tell Ss to start their predictions with the time expressions. Then ask, *In which columns will you use the future perfect?* (the second and third columns) Encourage them to use forms of both *will* and *be going to* in their statements.
- Have Ss write their predictions. Encourage them to write some notes to detail and give reasons for their predictions. Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions and the questions. Check understanding.
- Read the ideas in the **Keep Talking!** box and play the video.
- Go over the **Recycle This Language** box. Encourage Ss to use some of these expressions in their discussions.
- In groups, have Ss share and discuss their predictions from Talking Points. Encourage them to ask questions and provide reasons for their predictions.
- Bring the class together. Ask each group the target questions.

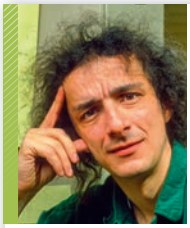
LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are

✓ using future forms in the passive correctly

✓ commenting on their classmates' predictions

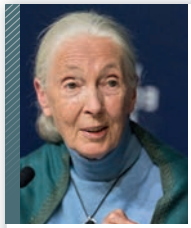
CLOSURE ACTIVITY (+5 minutes) Ask Ss to recall two things they imagined would happen or exist by now and write two sentences about them. Ask them to start their sentences with *When I was younger, I . . .* and use *would be* or *was / were going to*. Give an example: *When I was younger, I thought there would be flying cars by now*. Collect and read Ss' sentences to identify areas for review.

Remind Ss they will find additional grammar practice in their digital resources.



No online database will replace the newspaper.

3 In 1995, American astronomer, author, and teacher Clifford Stoll predicted the newspaper *would not be / wasn't going to be replaced by an online database*.



Over-farming and logging will destroy the world's rainforests.

4 Primatologist Jane Goodall argued that the world's rainforests *would be / were going to be destroyed by over-farming and logging*.

F **GRAMMAR PRACTICE** | **Read about four travel innovations. Write your own prediction for each one, using the future perfect in the passive voice.**

Example: By the second half of the 21st century,. . .

See page T95 for possible answers.



1 Getting your passport stamped may be a thing of the past. Customs agents will require a card with an electronic chip that can be swiped. Or they may rely on implanted microchips for ID.



3 Tired of arriving at airports far outside the city? Transportation alternatives such as the Hyperloop may replace those long trips to and from airports. A Hyperloop pod runs through a tunnel at about the same speed as an airplane and takes you to and from the heart of the city.

2 How would you like to stay in a space hotel with a spectacular view? Decades of space travel innovations have made the construction and maintenance of the International Space Station a reality. It won't be long before you can buy tickets for the vacation of a lifetime. When will the first space hotel be built?



4 Imagine if your car could sense your emotions and calm you down, perhaps preventing you from going ballistic when another driver cuts you off. Or imagine that this same car could keep you awake when you get drowsy. Cars of the future might be equipped with AI technology called "affective computing," which is said to be a promising safety feature that can even be programmed to adapt to the different ways people from different cultures express emotions.



COMMUNICATION ACTIVATOR

Now let's make predictions about science and technology.

A **TALKING POINTS** | **Write at least three predictions in the passive voice about science and technology. Use will, be going to, or the future perfect.**

In the future . . .	By 2050 . . .	By the end of the century . . .

B **DISCUSSION** | **Share your predictions from Talking Points. Which of your classmates' predictions do you think are likely to come true? Do your predictions paint an optimistic or pessimistic view of the future? Explain.**

KEEP TALKING! ●●●

- **Ask your classmates questions about their predictions.**
- **Provide reasons for why you think a prediction will or won't come true.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

It's like opening [a can of worms / a Pandora's Box].
It's playing with fire.
It gives me the willies.
It isn't foolproof.
I'd think twice before I ___ .
That makes two of us.
I'd take that with a grain of salt.
I'm not being facetious.
You've hit the nail on the head.
You're jumping the gun.
Don't you think you might be going overboard?
I guess I just see things differently.
I think that's a little exaggerated.

3 COMMUNICATION GOAL

Talk about preparing for future pandemics

Possible answer:

By the next pandemic, countries will need to have improved their response protocols, restored public trust, and ensured the supply chain of necessities.

A READING | Read the article. What are the three main points the writer makes?

How will we stay safe when the next pandemic hits?

When Chinese scientists identified Covid 19 in 2019, and the virus began to spread across the world like wildfire, experts warned world leaders of the need for an immediate, united response to contain it and save lives. Instead, the response was slow and chaotic, and millions of people died. The pandemic's shock waves brought the global economy to its knees. It had a devastating impact on tourism and the hospitality industry, caused a catastrophic rise in unemployment, and forced countless businesses to close forever. While some countries fared better than others, most were woefully unprepared for an event of this magnitude and were compelled to take drastic measures to try to contain the spread.

The Covid 19 pandemic was a global wake-up call. Since we know that Covid 19 won't be the last pandemic, how can we do better next time?

Improve warning systems

Countries in East Asia, where 87% of the deaths from the SARS epidemic in the early 2000s occurred, had learned from that experience. As soon as their first Covid 19 cases were confirmed, they were able to respond quickly with a system of digital contact tracing—a procedure for containing and isolating the virus by identifying all the people who had had contact with infected individuals. Those people were then quarantined to ensure they didn't infect anyone else. From that experience, it is clear that all countries should follow that proactive model and make testing kits abundantly available to better inform authorities of critical decisions they must make, such as when and how to impose a lockdown in schools, nursing homes, and non-essential businesses and whether, when, and how to mandate social distancing and the use of masks.

Restore public trust

Covid 19 revealed political and social tensions in a number of countries. Inadequate government responses and the lack of adequate medical facilities led to dramatic increases in Covid 19 deaths. Some national leaders downplayed the seriousness of the disease in spite of its well-known deadliness, causing a massive loss in public trust. In some countries, the spread of misinformation caused people to keep their loved ones at home rather than take them to the emergency room. In the future, world leaders must have a plan to ensure adequate hospital space and must prevent a breakdown in public trust by identifying experts who can provide fact-based public information. False conspiracy theories posted on social media will have to be swiftly and clearly refuted, and penalties assessed against people and sites that promote lies.

Ensure the supply chain of necessities

In the early days of the pandemic, people were shocked to see how quickly basic necessities, such as toilet paper, cleansers, and frozen vegetables vanished from supermarket shelves. Manufacturers struggled to keep up with the sudden increased demand. Even more concerning was the dilemma faced by health workers, who put themselves at risk to care for others. Basic medical supplies such as personal protective equipment (PPE) became more and more difficult to locate, and a number of nurses, doctors, and other key staff came down with the disease themselves—some fatally. While development of a vaccine was successfully achieved in record time, early distribution was confusing and difficult, and there were injustices in the availability of vaccines between richer and poorer regions and countries. In the next pandemic, shortages of consumer and medical supplies can be anticipated and prevented by intelligent planning. And plans for distribution of vaccines will ensure that countries with less developed economies won't be left behind.



Basic necessities disappeared early in the pandemic.

B UNDERSTAND WRITER'S PURPOSE | Which of the following is the purpose of the article?

1 To present all the things that went wrong in the response to the COVID 19 pandemic.
2 To identify ways that the world can be better prepared for the next pandemic.
3 To help governments prevent the breakdown in public trust.

C UNDERSTAND FROM CONTEXT | Paraphrase each statement containing a word or expression from the article.

Possible answers:

1 Contagious diseases often "spread like wildfire."
Contagious diseases often spread very fast.

2 This country's economy was "brought to its knees."
This country's economy almost failed.

3 The Covid 19 pandemic was "a wake-up call" to countries around the world.
The COVID-19 pandemic caused countries to suddenly realize they needed to do much better.

LESSON 3 Talk about preparing for future pandemics

A READING

Suggested time: 10 minutes | Your time:

- Read the lesson title. Ask volunteers to give examples of something they do now that they didn't do before the COVID-19 pandemic. Ask, *Do you think these things will continue? Do you think we will do them again when there is another pandemic?*
- Read the directions. Then ask Ss to look at the text and quickly find the three main points. Elicit answers. Then ask Ss who answered correctly, *How did you find the main points quickly?* (They are in the subheadings.)
- Have Ss read the article. To check comprehension, ask:
  Why were some countries in East Asia able to respond more quickly to the COVID-19 pandemic? (because they had experienced the SARS pandemic in the early 2000s and already had a system of digital contact tracing)
  How does the author suggest warning systems could be improved? (with a system of digital contact tracing and abundantly available testing kits)
  According to the author, what led to dramatic increases in COVID-19 deaths? (inadequate government responses and lack of adequate medical facilities)
  What are the author's suggestions to restore public trust at the next pandemic? (identify experts who can provide fact-based public information, refute false conspiracy theories clearly and immediately, and penalize people and sites that promote lies)
  What kinds of supplies were hard to find during the pandemic? (consumer and medical supplies)
  How does the author think shortages of supplies can be prevented at the next pandemic? (with intelligent planning)

LANGUAGE NOTES

- *Shock waves* are very strong reactions and feelings of shock within a group of people caused by sudden and unexpected bad events.
- The *hospitality industry* includes hotels and lodging, restaurants and other food and drink services, and travel and tourism services.
- *Drastic* measures are extreme, sudden, and having a major effect.
- The *supply chain* is the series of processes and people involved in passing products from suppliers to buyers.
- *PPE* (personal protective equipment) is equipment and clothing, such as masks and gloves, used to protect against health risks. (See photo on page 97.)

B UNDERSTAND WRITER'S PURPOSE

Suggested time: 5 minutes | Your time:

- Read the directions and the answer choices. Check understanding.
- Have Ss read the article again and choose its purpose.
- Check the answer as a class.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Read the directions. Remind Ss that there is more than one possible way to paraphrase each expression.
- Have Ss rewrite the sentences individually and then compare answers with a partner.
- To review, ask Ss to read their statements to the class.

D ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss do the activity in pairs.
- To review, ask Ss to share their definitions and sentences with the class.

EXTENSION (+10 minutes) Dictate or write these questions on the board:

1. *Do you think contact tracing is a violation of privacy? Why or why not?*
2. *Have you ever been in a lockdown? If so, what did you do to pass the time? If not, what would you do if you had to stay at home?*
3. *Do you think social distancing is enough to prevent the spread of a virus?*
4. *What punishment should companies receive if they spread misinformation?*
5. *Have you ever experienced a quarantine? If so, what was it like? If not, what do you think it would be like?*
6. *Share one conspiracy theory you have heard of.*

Have Ss discuss the questions in pairs or small groups. Then ask volunteers to share their answers with the class.

PRONUNCIATION LESSON (optional, page T142)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions.
- As an example, refer Ss to the article on page 96. Elicit ways the world was unprepared, according to the article. (For example: Most countries didn't have good warning systems in place. Government responses were usually inadequate. There was lack of adequate medical facilities. There was a lot of misinformation. Important supply chains were disrupted.)
- In pairs, have Ss list three ways they consider the most important. Point out their ideas do not have to coincide with those in the article. Monitor and assist as needed.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Put each pair with another pair. Have Ss compare their lists and explain the impact of each item. Encourage Ss to ask and answer questions to add detail and clarify their explanations. Monitor and assist as needed.

OPTION (+5 minutes) Elicit the ways identified by each pair and write them on the board. Leave the list on the board for Ss to use as reference in Exercise C.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions and the **Topics to consider** list. Elicit the meaning of *screening* (testing or examining a person or group to find out if they have a particular disease) and examples of *travel restrictions* (not allowing people to travel if showing symptoms of a disease, without proof of vaccination, to certain places).
- Ask Ss, *Which of these measures were implemented in your / our country during the COVID-19 pandemic? Which other useful measures were taken?* Write Ss' ideas on the board.
- Give Ss time to think about their answers. Remind them they can use the topics in the box and on the board, or their own ideas.
- Have Ss discuss their ideas in groups or as a class. Remind them to explain their reasons.

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

✓ explaining the impact of each item on their list
✓ asking and answering questions about each other's list
✓ suggesting policies

OPTION (+10 minutes) If Ss discussed their ideas in groups, bring the class together, elicit the group's ideas, and write them on the board. Have the class discuss and agree on the most important policies.

CHALLENGE (+15 minutes) Ask Ss to write a letter to their city to recommend the government adopt one or more of the policies they suggested. Ask them to explain how each policy would help prevent or minimize the negative effects of the pandemic, and, if possible, how each policy could or should be implemented.

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write a conditional sentence about something that wasn't done correctly during the pandemic and how it affected the situation. Give an example: *If contact tracing had been implemented earlier in all countries, the virus wouldn't have affected so many people.* Then have them write a prediction about what will have been done to prepare when / if there is another pandemic. Give an example: *Before the next pandemic, more contact tracing systems will have been implemented by local governments.* Collect and read Ss' sentences to identify areas for review.

Remind Ss they will find additional reading and pronunciation practice in their digital resources.

4 Initially, some government leaders "downplayed" the seriousness of Covid 19.
At first, some government leaders made it seem like COVID-19 was not very serious.

5 Conflicting information and governmental advice caused a "breakdown" in public trust.
Conflicting information and governmental advice caused many people to lose their trust in the government.

6 All kinds of consumer products quickly "vanished" from store shelves.
Many products disappeared from store shelves.

7 The spread of misinformation over social media is extremely "concerning."
The spread of misinformation over social media is a serious problem.

8 Some countries in the less developed world were "left behind" when richer countries quickly received vaccine supplies.
Some countries didn't receive nearly enough vaccine supplies when the richer countries did.

D **ACTIVATE LANGUAGE FROM A TEXT | With a partner, discuss the meaning of each of the following words and phrases. Use each of them in your own original sentence.** *Possible answers:*

1 contact tracing *a procedure for identifying all the people who have had contact with infected individuals*
2 a lockdown *the closing of businesses and the keeping of people at home*
3 social distancing *keeping physical space between oneself and others*
4 misinformation *false information distributed intentionally*
5 a quarantine *a period of time in which people who have recently arrived or recently been exposed are isolated from others*
6 a conspiracy theory *a belief that some person or organization is secretly responsible for something*

PRONUNCIATION LESSON p. 142
Reading aloud

COMMUNICATION ACTIVATOR

Now let's talk about preparing for future pandemics.

A **TALKING POINTS | With a partner, identify what you think were the three most important ways in which the world was unprepared for the Covid 19 pandemic.**

1

2

3

B **GROUP WORK | Compare your lists from Talking Points and explain why each item on your list had a devastating impact on the situation. Ask and answer questions.**

C **DISCUSSION | If you were in a position of authority in your town or national government, what policies would you put into effect to prepare for the next pandemic, if one occurs?**

Topics to consider
- working remotely from home
- learning remotely
- virtual visits with doctors
- social distancing
- vaccine development and distribution
- treatment development
- financial support of businesses that have to close
- early warnings
- screening and testing
- travel restrictions
- other



Medical worker in PPE

4 COMMUNICATION GOAL Explain social and demographic trends

A VOCABULARY | Demographic and social trends | Read and listen. Then listen again and repeat.



the fertility rate the average number of births per female in a particular place or population *(e.g., The 2020 fertility rate in the U.K. was 1.75 births per adult woman, an increase of .06% over the year before.)*

the birth rate the average number of births during a particular period of time in a particular place or population *(e.g., The 2020 U.K. birth rate was 11.4 births per 1000 people, a decrease of 49% from 2019.)*

the mortality rate the average number of deaths that occur during a particular period of time in a particular place or population

the divorce rate the average number of divorces that occur during a particular period of time in a particular place or population

the crime rate the average number of violent crimes or crimes against property that occur during a particular period of time in a particular place or population

the literacy rate the average number of people in a particular population who can read and write

a demographic a part of the population that is considered as a specific group within a population, such as people over the age of 65, ethnic minorities, teenagers, etc.

a trend a general tendency in the way a situation is changing or developing

a statistic a single number which represents a fact or measurement

B UNDERSTAND THE VOCABULARY | Write whether each example is a demographic, a statistic, a rate, or a trend. Explain your choices.

1 Even before the pandemic, more and more people began watching movies at home rather than in movie theaters. ..... *a trend* .....
2 The majority of social media site Pinterest's users are women. ..... *a demographic* .....
3 The number of births per family is lower in richer, more developed nations and regions. ..... *a rate* .....
4 Fifteen percent of people over the age of 65 in the U.S. are living in poverty. ..... *a statistic* .....

C LISTEN TO ACTIVATE VOCABULARY | Listen to four conversations about rates and trends. Complete each statement with the name of the rate. Then listen again and circle the trend.

1 The ..... *fertility* ..... rate has (risen / fallen).
2 The ..... *literacy* ..... rate is (rising / falling).
3 The ..... *crime* ..... rate has (risen / fallen).
4 The ..... *mortality* ..... rate has been (rising / falling).

D LISTEN FOR FACTS AND FIGURES | First read the questions. Then listen to a lecture on demographic trends and answer the questions. Listen again to confirm your answers.

1 What has been happening to the world's population since 1804?
2 By 2030, what country will have the largest population?
3 What recently happened to the percentage of the world's population living in rural and urban areas?
4 What is happening to the percentage of the world's population that are seniors?

1. It has been rising fast.
2. India
3. The total number of people living in urban areas has surpassed the number in rural areas for the first time.
4. That demographic is getting larger.



LESSON 4 Explain social and demographic trends

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen to the phrases. Then have them listen and repeat.
- Have Ss read the definitions. Check understanding.

LANGUAGE NOTES

- Examples of *crimes against property* include arson, burglary, car theft, shoplifting, and vandalism.
- An *ethnic minority* is a group of people with cultural traditions different from the main population.

EXTENSION (+10 minutes) Have Ss search online for one of the rates in their country or region. Have them share the statistics they find.

B UNDERSTAND THE VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Go over the answers. Ask Ss to explain their choices.

OPTION (+5 minutes) In pairs or small groups, have Ss write additional example sentences with each of the four terms. Elicit sentences.

C LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss they will listen to the conversations twice. First, they will identify the type of rate discussed in each conversation. Then they will choose if the rate has risen or fallen.
- Play the audio. Have Ss complete the sentences with the name of the rate.
- Play the audio again and have Ss circle the trend.

OPTION (+5 minutes) To check comprehension, ask:
In conversation 1, what is one of the reasons the fertility rate has fallen? (The country has changed from a mostly rural economy to a mostly urban one. Farm families have more children because they help with work. Urban families have fewer children because they are just additional expenses.)
In conversation 2, how quickly is the literacy rate rising? (at a rate of about 2% a year)
In conversation 3, what is a possible explanation for the rising crime rate? (The percentage of young men in the population has exploded in the past years, and young men tend to get into trouble more than other demographics.)
In conversation 4, why has the death rate in the mentioned demographic fallen? (A new drug has cured over 80% of childhood cancers in the past year.)

LANGUAGE NOTES

- Conversation 2: Something that is *beyond depressing* is extremely sad.
- Conversation 3: In this context, *steep* means extremely high.
- Conversation 3: Here *get into trouble* means to get into fights, behave violently.
- Conversation 4: In this context, when you *hit someone with something,* you tell them something new, interesting, exciting, or shocking.
- Conversation 4: A *miracle drug* is one that causes a dramatic and positive response for patients. You might want to point out that the medicine mentioned in the conversation is fictitious.

EXTENSION (+15 minutes) Have Ss look up statistics for each of the rates mentioned in the conversations for the area in which the school is located. Then bring the class together and have Ss compare their information to the statistics discussed in the conversations.

D LISTEN FOR FACTS AND FIGURES

Suggested time: 10 minutes | Your time:

- Read the directions and have volunteers read the questions. Check understanding of *senior*. (an elderly person, usually already retired)
- Have Ss predict the answers to the questions.
- Then have Ss listen and note down the answers. If appropriate, pause the audio after each relevant passage for Ss to write their answers. (In the audio script, the answer to item 1 is in the first paragraph, item 2 in the second, item 3 in the fourth, and item 4 in the sixth.)
- Play the audio again for Ss to check their answers. Then have them compare their answers in pairs.
- Check answers as a class.

OPTION (+10 minutes) Write these statements on the board (without the answers in parentheses):
1. *In 1804, the world population was ____ billion. In 1960, it was ____ billion.* (1, 3)
2. *Between now and 2037, ____% of the world's population growth will occur in ____ countries.* (50, 9)
3. *In 1960, ____% of all people lived in cities and towns. By 2020, that percentage climbed to ____%.* (34, 56)
4. *In 1950, the average life expectancy was ____ years. By 2020, the global average was ____ years. That is a ____% increase.* (47, 72.2, 35)
5. *By 2050, one in every ___ people will be over the age of 65.* (6)

Play the audio again. Have Ss complete the statements with the correct figures. Check answers.

E LISTEN TO DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss preview the statements.
- Have Ss complete the statements with what they remember from the lecture. Then play the lecture again for them to confirm their answers and note down supporting information.
- Go over the answers as a class. Ask Ss to explain their answers.

OPTION Give Ss a copy of the audio script and ask them to underline the passages that support their conclusions.

F SUPPORT AN OPINION

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the trends mentioned in the lecture. (The world population is growing rapidly, but it should slow down by the end of the century as fertility rates have been declining. The percentage of the population living in urban areas has increased and is expected to continue to rise. Life expectancy is rising and the number of people 65 or older will triple. By 2050, one in six people will be over the age of 65.)
- Give Ss time to think about their answers. Then, in groups, have them share their views, explaining their reasons. Monitor as Ss discuss.
- Ask volunteers to share their views with the class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and the list of topics. To check understanding, elicit examples of possible trends for each topic. (For example: More people now have a university degree. A greater number of people continue to live with their parents after graduating from college. More senior citizens are reaching old age in good health. Children now have more "virtual" friends than "real" ones.)
- Have a volunteer read the sample answer. Point out that Ss should write about the trend and a possible positive or negative consequence of it. Encourage Ss to add another social or demographic trend not covered in the topics above.
- Have Ss write their notes. Allow them to search information online if necessary. Remind them to check the trends that concern them.

OPTION (+5 minutes) Elicit other topics for the list of trends from the class. Write them on the board. Suggest Ss add a trend about one of these topics to their list.

B GROUP WORK

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Have a volunteer read the example statement.
- Go over the **Recycle This Language** box. Encourage Ss to use some of the sentences in their discussion.
- In groups, have Ss compare their notes and then discuss the trends they are concerned about. Remind them to discuss the consequences and possible solutions.
- To review, elicit a trend that concerns more Ss in each group. Ask them to share the consequences and solutions discussed with the class.

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

✓ discussing the consequences of the trends they are concerned about
✓ suggesting possible solutions
✓ using vocabulary to talk about demographic and social trends correctly

CHALLENGE (+20 minutes) Have Ss write independently about one of the trends their group discussed in Exercise B. As guidance, write this outline on the board:
Paragraph 1: Explain the problem and give examples.
Paragraph 2: Explain challenges that will occur as a result of the trend.
Paragraph 3: Suggest solutions to the trends.
Have Ss exchange their texts with a partner or read their paragraphs to the class. Alternatively, collect their texts and give individual feedback.

WRITING HANDBOOK (optional, page T152)

CLOSURE ACTIVITY (+10 minutes) Ask Ss to research a trend related to one of the rates in Exercise A on page 98 in their city or country. Have Ss describe the trend, explain some of the reasons for it, and speculate about some possible consequences. Collect and read Ss' texts to identify areas for review.

Remind Ss they will find 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 TO DRAW CONCLUSIONS | **Complete each statement by drawing a conclusion from the information in the lecture. Support your answers with reasons, based on the lecture.** *See below for reasons.*

1 The greatest need for resources in Africa, based on the predicted demographic, will be in the (agricultural / educational / health) sector.
2 China's economy might suffer from the rise in the (older / younger / poorer) demographic because there will be (fewer / more / the same number of) people in the workforce.
3 The largest percentage of Nigeria's population will most likely be (children / seniors / working-age citizens).

F SUPPORT AN OPINION | **Which of the demographic trends mentioned in the lecture concern you the most? Explain your reasons to your classmates.**

COMMUNICATION ACTIVATOR

Now let's explain social and demographic trends.

A TALKING POINTS | **Make notes about social and demographic trends taking place in your country and their possible benefits or consequences. Check the ones that concern you.**

- [x] Marriage and divorce: *People are getting married later than before. Families will probably get smaller.*
- [ ] Marriage and divorce
- [ ] Education
- [ ] Family life
- [ ] Seniors' quality of life
- [ ] Children's social interactions
- [ ] Other:

B GROUP WORK | **Compare notes from Talking Points. For the trends you are concerned about, discuss the consequences you have noted. Explore possible solutions. Then present the ideas you discussed to your classmates. (Option: Use the Unit 9 Soft Skills Booster, p. 162.)**

> "If families continue to decrease in size, fewer schools will be needed."

RECYCLE THIS LANGUAGE

It's a slippery slope.
I'm not being facetious.
That makes two of us.
I think that's a little exaggerated.
I guess I just see things differently.
You've hit the nail on the head.
That gives me the willies.

WRITING HANDBOOK p. 152
- **Skill:** The thesis statement in a formal essay
- **Task:** Write a formal essay about future trends

Answers for Exercise E (reasons)
1. By 2050, the number of children in Africa will increase by two thirds.
2. China will see a decrease in the percentage of working-age citizens at the same time that the percentage of seniors rises.
3. Currently, Nigeria is the fastest-growing country in the world, and in Africa, the number of children under 18 is projected to increase by two thirds.

PROGRESS SELF-CHECK

NOW I CAN

- [ ] Discuss the pros and cons of innovative technologies.
- [ ] Make predictions about science and technology.
- [ ] Talk about preparing for future pandemics.
- [ ] Explain social and demographic trends.

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

UNIT 10

Global Ties

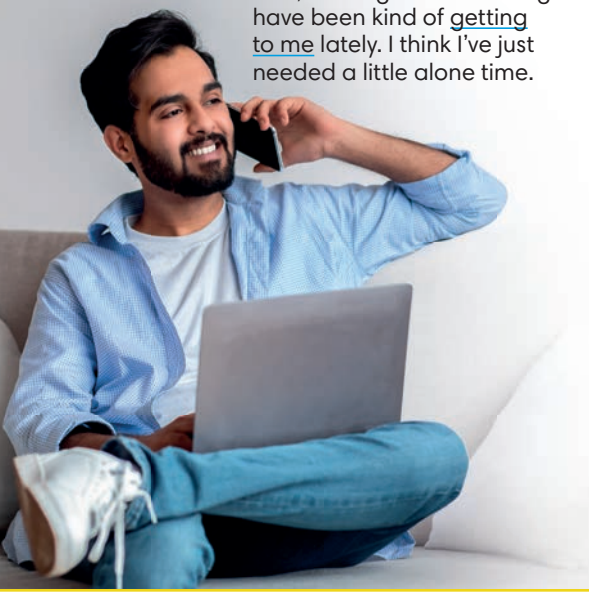
PREVIEW

Possible answer:
She likes having her favorite brands available wherever she goes. She misses the differences that gave each country its unique identity.

A **GLOBALIZATION | Listen to one person's mixed impressions of the impact of globalization. What's one benefit she feels globalization has provided? And at the same time, what does she miss about the past?**

B **ZOOM-IN | Read and listen to two foreign university students in Marseille, France. Notice the featured language.**

UNDERSTAND A VARIETY OF ACCENTS
Tariq = Arabic
Oki = Japanese



Tariq: Hey, Oki, long time no see! Everything OK? Everyone missed you in class today.

Oki: Hey, Tariq. Yeah, I'm fine. Just feeling a little out of sorts.

Tariq: What do you mean out of sorts? Are you sick?

Oki: No, nothing like that. Things have been kind of getting to me lately. I think I've just needed a little alone time.

Tariq: Are you homesick for Japan? France is a long way from home. I know I miss my parents in Egypt!

Oki: Well, I am definitely missing my family, but I video chat with them just about every day, so I don't think it's that. I'm just feeling kind of like a fish out of water these days—like I just don't belong here. I've been having trouble sleeping and all that.

Tariq: You sure you haven't picked something up? Maybe you should get a check-up at the student clinic. They're really nice there.

Oki: Thanks, Tariq, but I'm OK. I'll get over it. I'm just not used to the culture here. It's been getting on my nerves.

Tariq: You're pulling my leg, right? I thought you were totally in love with France.

Oki: That's true, but all of a sudden I've fallen out of love.

Tariq: What specifically is bothering you?

Oki: I'm not sure. It's hard to put my finger on it . . . Like what's with all those protests and student strikes? It seems like every other day they cancel classes for a demonstration. For goodness' sakes, aren't students here to study?

Tariq: I'm with you there! And the endless political discussions! Where I come from, it's not polite to ask people about their political opinions unless you're really close.

Oki: I know what you mean.



C **UNDERSTAND FROM CONTEXT | With a partner, paraphrase the featured phrases and sentences your own way.**

See page T101 for possible answers.

1 I'm feeling a little out of sorts.
2 Things have been kind of getting to me lately.
3 I feel like a fish out of water.
4 I'll get over it.
5 You're pulling my leg.
6 It's hard to put my finger on it.
7 What's with all those protests and student strikes?
8 I'm with you there!

D **THINK AND EXPLAIN | With a partner, discuss the questions and explain your answers.** *Possible answers:*

1 What's troubling Oki? What does he think is the problem?
1. He's not sure exactly, but he just hasn't been enjoying being in France lately.
2 What's one thing about French student culture that neither Oki nor Tariq can understand?
2. all the protests and student strikes

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 | Tell your partner about a time you felt "like a fish out of water."**

Unit 10 Global Ties

PREVIEW	Students listen to someone talk about the impact of globalization, read and listen to a conversation about some symptoms of culture shock, and take a quiz about English today.	
LESSON 1 **React to international news events**	***Vocabulary***	Phrasal verbs for discussing events and issues
LESSON 2 **Talk about the influence of foreign imports**	***Grammar***	Separability of transitive phrasal verbs
LESSON 3 **Discuss the ways your culture might cause culture shock**	***Vocabulary***	Discussing culture shock
	Listening skills	Listen to summarize; Listen for details; Understand from context
LESSON 4 **Understand the impact of globalization**	***Reading skills***	Understand from context; Identify supporting details
SOFT SKILLS WORKSHOP 5	*A Panel Discussion*	

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

Preview

A GLOBALIZATION

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the meaning of *mixed impressions* (a mix of positive and negative thoughts and feelings about something) and *globalization* (the notion that available products, services, and culture are becoming similar all over the world).
- Have Ss listen and write their answers to the questions. Then go over the answers with the class.

LANGUAGE NOTES

- *Have wider horizons* means to have broader ideas, more knowledge and experience.
- An *efficiency* is a particular way of doing something faster or more cheaply.
- Here, *duplication* means something with the same purpose or effect as another.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the conversation.
- To check comprehension, ask: *Why is Tariq calling Oki?* (Oki missed class today.) *Where is Tariq from?* (Egypt) *Where is Oki from?* (Japan) *Is Oki sick?* (no) *Is Oki homesick?* (no) *In Tariq's country, when can you ask someone about their political views?* (when the person is a close friend or family)

LANGUAGE NOTES

- If you are feeling *out of sorts*, you are annoyed or sick.
- *Alone time* is time spent on your own.
- Oki says he *is missing* his family. It is common in informal English to use the present continuous with verbs that normally would use the simple present to emphasize an ongoing feeling or state.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- In pairs, have Ss rewrite the sentences in their own words. To review, ask Ss to share their answers.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- In pairs, have Ss identify the relevant parts of the conversation and discuss the questions.
- Call on Ss to share and explain their answers.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentences, and then share them in pairs.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss time to think about their answer. Then have them tell a partner about the event.

G TALKING POINTS

Suggested time: 10 minutes | Your time:

- With books closed, ask Ss, *What do you know about English in today's world?* Elicit answers.
- Books open. Read the question in the title of the quiz. Ask Ss to read the items silently.
- To check understanding of *official language*, draw Ss' attention to the photo of the stop sign. Ask, *In the first photo, what are the languages on the sign?* (French and English) *Do you think the Canadian government uses both these languages in their official documents?* (Yes, they are both official languages in Canada.)
- Check understanding of the other items.
- Have Ss complete the quiz on their own. Then have them compare answers with a partner. Suggest they refer to the upside-down answer key for any answers they don't agree on.

LANGUAGE NOTES

- An *official language* is one given special status by a country and used by its government in official documents.
- A *native speaker* is a person who has spoken a language since early childhood.
- A *second language* is a language learned after the native one and spoken in the area of residence. A *foreign language* is a language learned after the native one but not spoken by the people in the area of residence.
- The *medium of instruction* is the language used to teach.

EXTENSION (+10 minutes) In small groups or as a class, have Ss share which information surprised them the most and why.

CHALLENGE (+20 minutes) For homework, have Ss create a similar quiz with 5–10 questions about their own language. Remind them to prepare an answer key as well. In a future class period, have Ss exchange their quizzes. Then have them exchange the answer keys. Ask Ss to share some interesting information they discovered about their language.

START TALKING | PERSONALIZE

Suggested time: 5 minutes | Your time:

- Read the directions.
- Give Ss time to think about their answers and complete their chart individually. Remind them to write *N / A* if they do not expect to use English in that situation. Encourage them to add one more way they might use English in and outside their country. Monitor and assist as needed.

OPTION (+5 minutes) If Ss need more support, copy the chart on the board and elicit some details for each situation.

OPTION (+5 minutes) With the class, brainstorm other situations in which Ss think they could be using English in or outside their country.

PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions.
- In pairs, have Ss compare and discuss the information in their charts. Encourage them to ask and answer questions for more details.
- To review, ask volunteers to share their answers with the class.

EXTENSION (+10 minutes) Poll the class. For each heading in the chart, ask for a show of hands if Ss expect to use English in that situation. Then ask Ss how they would need to use English in each situation. Finally, ask them what they think they need to study or do in order to use English well in those cases.

Possible answers for Exercise C on page 100

1. *I'm feeling a little annoyed or irritable.*
2. *Things have been bothering me that normally don't bother me.*
3. *I feel out of my natural element.*
4. *I will start feeling better on my own.*
5. *You're kidding me.*
6. *I can't really pinpoint the problem / issue.*
7. *Why are there so many protests and student strikes?*
8. *I agree with you regarding that!*

UNIT 10
COMMUNICATION GOALS

Lesson 1 React to international news events
Lesson 2 Talk about the influence of foreign imports
Lesson 3 Discuss the ways your culture might cause culture shock
Lesson 4 Understand the impact of globalization

G TALKING POINTS | Take the quiz.

How much do you know about English in today's world?

1 **English is not an official language in ___.**
- ☐ the U.S. or the U.K.
- ☐ South Africa
- ☐ Canada
- ☐ Nigeria

2 **There are ___ speakers of English in the world.**
- ☐ 1.5 million ☐ 10 million
- ☐ 1 billion ☐ 1.5 billion



Traffic signs in Québec, Canada

3 **Approximately ___ of the world's population are native speakers of English.**
- ☐ 5% ☐ 10% ☐ 20% ☐ 30%

4 **There are about ___ million people who speak English as a second or a foreign language.**
- ☐ 6 ☐ 10 ☐ 70 ☐ 700

5 **___ is the country with the most English speakers.**
- ☐ China ☐ the U.K. ☐ the U.S. ☐ India

6 **Approximately ___ million people are studying English in China.**
- ☐ 1 ☐ 10
- ☐ 100 ☐ 400

7 **In France, there are approximately ___ public and private university programs taught in English.**
- ☐ 20 ☐ 100
- ☐ 500 ☐ 1500

8 **Approximately ___ of online content is in English.**
- ☐ 10% ☐ 30%
- ☐ 50% ☐ 80%

9 **Which language has the largest vocabulary?**
- ☐ English ☐ German
- ☐ Chinese ☐ French


Many children in China study English in primary school.


English is the medium of instruction in many universities worldwide.

Answers **1.** Neither the U.S. nor the U.K. has an official language. Both English and French are official languages in Canada. South Africa has 11 official languages, including English. Nigeria has only one—English. English is the main language in those countries by history and tradition. **2.** Almost 1.5 billion people in the world speak English—that's one out of every six people, and the number is growing. **3.** There are about 380 million native speakers of English, a little over 5% of the world's population. **4.** There are about 700 million people who have learned English in addition to their own language. **5.** The U.S. has the most English speakers, native and non-native, at 290 million. Ranking highest after that are India (125 million), Pakistan (108 million), Nigeria (79 million), the Philippines (64 million), and the U.K. (63 million). But there are more English speakers in Asia than in the U.S., U.K., and Canada combined. **6.** 400 million people are learning English in China. That's more than the population of the U.K. **7.** French universities offer approximately 1500 programs in which English is the language of instruction. France attracts more foreign university students than any other non-English-speaking country. **8.** 80% of the world's digitally stored information is in English, but the proportion of information stored in other languages is growing on the Internet. **9.** English claims to have the largest vocabulary. Estimates range from 250,000 to 1 million words.

START TALKING

PERSONALIZE Complete the chart with details about the ways and places you expect to use English in your life. (Write N/A (not applicable) for situations you don't expect to occur.)

In my country	Outside of my country
With visitors from other countries:	For tourism:
In phone and video conferences:	For study:
In written communication for my job:	For my job:
Other:	Other:

PAIR WORK Compare charts and discuss the details you included in your chart.

1 COMMUNICATION GOAL React to international news events

A VOCABULARY | Phrasal verbs for discussing events and issues | Read and listen. Then listen again and repeat.

Note: Phrasal verbs contain a verb and one or more particles that together have their own meaning. Particles are most commonly prepositions or adverbs.

bring about cause to occur or to exist
Rising temperatures have brought about many changes to the world's weather.

carry out achieve or accomplish a plan or a project
The Health Ministry has quickly carried out the ambitious vaccination plan it promised last month.

wipe out eliminate or destroy something completely
Agricultural science has wiped out many previously destructive plant pests.

come up with invent a novel plan or idea
Immunologists have come up with a cutting-edge approach to bee-sting allergy prevention.

go without live without something one needs or is accustomed to having
Our water filtration system has ensured that no town will go without clean, safe drinking water.

lay off end the employment of workers in response to poor economic conditions
During the period of widespread lockdowns in the pandemic, many businesses closed and laid off the majority of their employees.

put up with bear someone's behavior or a bad situation without complaining
Many people are willing to put up with terrible traffic jams during the national holidays.

run out of use one's entire supply of something and have no more
During the storm, stores ran out of essential supplies such as milk and bread.

come down with become sick with a particular illness
The increase in flooding has caused an increase in the mosquito population, and many people are coming down with dengue fever.

B ACTIVATE VOCABULARY | Circle the correct phrasal verb to complete each sentence.

1 The cruise industry shut down almost completely during the pandemic and had to (bring about / lay off) almost 100% of its non-technical staff.
2 Hopefully someone will (come up with / put up with) a way for employees working remotely to interact more frequently with their colleagues.
3 The catastrophic weather this last month forced us to (put up with / come down with) cancellations and delays to most flights.
4 The massive power outage that hit the East Coast caused millions of people to (put up with / go without) electricity for three days.
5 Smallpox vaccinations (wiped out / came down with) the disease all over the world in the mid-twentieth century.
6 Demand for fuel during the summer months last year caused many gas stations to (go without / run out of) gas.
7 When schoolchildren begin school after the summer vacation, lots of them (put up with / come down with) colds and other contagious diseases.
8 The soldiers came back exhausted after (wiping out / carrying out) the rescue mission in the mountains.
9 We're hoping the legislation just passed will (go without / bring about) a reduction in fossil fuel energy usage.

C LISTEN TO INFER MEANING | Listen to the conversations about news events. After each conversation, complete the statement.

Conversation 1 The refugees will ..... soon.
(a) go without food b come down with something c carry out a plan

Conversation 2 Lots of people have been ..... .
a putting up with vaccinations (b) coming down with the disease c coming up with a plan

Conversation 3 The government hasn't ..... .
(a) carried out the president's plan yet b run out of supplies c laid off anyone

LESSON 1 React to international news event

A VOCABULARY

Suggested time: 10 minutes | Your time:

- Ask, *What was the last issue you read or heard about in the news? What part of the world did this issue affect?*
- Have Ss read and listen to the phrasal verbs. Then have them listen and repeat.
- Ask Ss to read the definitions and examples. Check understanding.
- Read the **Note**. To illustrate the information, go over the list of phrasal verbs and ask for other meanings of the verb alone or example sentences with it. For example, *What is another meaning of* bring? (to take something or someone to a place) *Could you say a sentence with the verb* carry? (For example: They need three people to carry that heavy piano.) Alternatively, ask volunteers to read the example sentences without the particles to show how the meaning changes or the sentences no longer make sense.

OPTION (+5 minutes) Dictate or write these questions on the board:

1. *What can bring about changes to the weather?*
2. *What other organizations might carry out vaccinations?*
3. *Can you name something that can wipe out some types of pests?*
4. *Can you come up with a way to treat bee stings?*
5. *What is something besides water that people cannot go without?*
6. *What kinds of businesses had to lay off people during the pandemic?*
7. *What is something we need to put up with in daily life?*
8. *What is an essential supply you never want to run out of?*
9. *What can people do to avoid coming down with a cold?*

Have Ss discuss the questions in pairs. Monitor and check understanding of the phrasal verbs. Then ask volunteers to share their answers with the class.

EXTENSION (+10 minutes) Ask Ss to write sentences using each of the phrasal verbs. For example: *The pandemic has brought about new ways of working and studying.*

LANGUAGE NOTES

- Ss are going to review separability of phrasal verbs on page 104 in Lesson 2. However, if necessary, remind them that the following verbs are separable, so object pronouns should always come between the verb and the particle: *bring about, carry out, wipe out, lay off.*
- If necessary, clarify that a company *lays off* a number of people (not only one).

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss preview the sentences. Check understanding.
- Have Ss do the activity individually.
- Call on Ss to read the completed sentences aloud.

LANGUAGE NOTES

- The *cruise industry* includes businesses that offer vacations on large passenger ships.
- *Non-technical staff* are people whose jobs do not require specialized knowledge or knowledge of technology.
- A *power outage* is a period when there is no electricity.
- *Fossil fuel energy* is energy that uses natural fuels such as coal or gas, which are formed from the remains of animals or plants.

C LISTEN TO INFER MEANING

Suggested time: 10 minutes | Your time:

- Have Ss preview the items. Then play the audio, pausing after each conversation for Ss to complete the statements.
- Go over the answers as a class.

OPTION (+5 minutes) Have Ss listen again and identify the statement that supports each answer. (1. I heard that relief groups are running out of food for them. 2. Have you heard about the polio epidemic in Afghanistan? 3. The president has come up with a plan. But the liberals and conservatives haven't been able to agree on how to pay for it.)

LANGUAGE NOTES

- If you *have just the clothes on your back*, you don't own or carry anything else.
- *Once and for all* means completely and finally.
- A *losing battle* is a struggle or something you are trying hard to do that seems certain to fail.
- *Left and right* means in large numbers or everywhere.
- If you *turn things around*, you cause something bad to change in a positive direction or the way you want.
- Say *How do you like that!* when you think something is very surprising, exciting, or annoying.
- The phrase *Money talks* means that people with money have power and influence.
- *Get the ball rolling* means to make something start happening.
- If you are *sitting on the fence*, you are avoiding making a decision or choice, usually about two opposite sides of an issue.

D VOCABULARY PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss read the first line of the text. Ask, *What does* UN *stand for?* (United Nations) Then have them read the text silently.
- Elicit the meaning of *mission* (goal), *exacerbated* (made worse), *potable* (drinkable), *skyrocketed* (increased rapidly and significantly), and *premier* (leading, very important).
- Have Ss do the exercise individually. Remind them to use the correct form and tense of the verb. Then have them compare answers with a partner.
- Check answers as a class.

LANGUAGE AND CULTURE The United Nations (also called *the UN*) is a global organization that includes most countries in the world. Set up in 1945, following World War II, it promotes international peace and security as well as economic development.

PRONUNCIATION LESSON (optional, page T143)

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Say *You name it* to indicate the list could be a lot longer
- To add to an already long list, say *To say nothing about . . .*
- Begin a statement with *At least . . .* to express mild approval or relief

- Have Ss look at the photos. Then ask them to scan the conversation and say which of the issues in the photos are mentioned. (starvation / hunger, conflict, drought, migration)
- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What are the two main causes of the crises?* (conflict and climate change) *What is their ripple effect?* (displacement of tons of people) *What does Speaker B suggest they can do about the crises?* (make a donation)
- Draw attention to the **Social language** box. Point out that these phrases are used in spoken English more often than in written English.

EXTENSION (+5 minutes) Have Ss write a sentence about an issue mentioned in the conversation using a phrasal verb in Exercise A on page 102. Give an example: *Drought is bringing about starvation in some areas of the world.* Elicit answers.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they do the following: use rising intonation for *Can you believe all the humanitarian crises happening around the world?* and rise-fall intonation in *doesn't it?*; use emphatic stress on *believe* in *Can you believe* and *tons* in *tons of people*; and pause briefly after *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:

- Read the directions.
- Read the **Other crises** list and the photo captions. Elicit other crises Ss might want to talk about.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Have Ss create and role-play their conversations in pairs. Have them change roles and practice again, using new ideas, before working with a new partner.

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

✓ describing the crises and their effects

✓ using phrasal verbs correctly

OPTION Use the Unit 10 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) As Ss leave the classroom, have them tell or ask you something about a crisis using a phrasal verb in Exercise A on page 102. Give examples: *Can you believe no one has come up with a plan to address the problem in [name of country or region]? Can you explain how people can go without food for so long?*

Remind Ss they will find additional vocabulary, pronunciation, and speaking practice in their digital resources.

D VOCABULARY PRACTICE | Complete the article, using the appropriate forms of the phrasal verbs from the Vocabulary.

PRONUNCIATION LESSON p. 143
Intonation of tag questions

Agencies merge to reduce hunger

Geneva, May 10

Last week the UN's World Food Program (WFP) and the International Global Food Fund (IGFF) met in Geneva and ..*came up with*.. (1) a plan to temporarily combine their efforts for a more focused and efficient service delivery. These two hunger relief organizations' primary mission has been to implement programs that ..*wipe out*.. (2) malnutrition, especially among infants and children worldwide. Additionally, they will now collaborate to ..*bring about*.. (3) increased food production and ..*carry out*.. (4) plans to provide food assistance to people in each of their regions. In recent years, climate change has exacerbated food shortages, and the number of people who are currently forced to ..*go without*.. (5) food and potable water has skyrocketed. Increasingly, families are ..*putting up with*.. (6) being hungry for days on end. Making the issue even more urgent is the fact that malnourished people have weakened immune systems and readily ..*come down with*.. (7) contagious diseases. In joining together, these two premier agencies have pledged to collaborate so no region ..*runs out of*.. (8) essential food supplies.

COMMUNICATION ACTIVATOR

Now let's react to international news events.

A CONVERSATION MODEL | Read and listen.

A: Can you believe all the humanitarian crises happening around the world?
B: Unbelievable. Starvation. Childhood mortality. You name it.
A: What's causing them?
B: Well, they say there are two major factors right now: conflict and the effects of climate change, like drought.
A: Right, and they both have a ripple effect. Look at the displacement of tons of people they cause.
B: To say nothing about millions of refugees migrating to other countries.
A: Makes you feel hopeless, doesn't it?
B: Actually, not really. There are places where you can make a donation.
A: You're right. At least we'd be doing something.

Social language
Say "You name it" to indicate the list could be a lot longer.
To add to an already long list, say "To say nothing about ___."


drug trafficking


conflict

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

C IN YOUR OWN WORDS | Create a similar conversation about other crises happening in the world. Name the problem and any ripple effects. Start like this: *Can you believe . . . ?* Be sure to change roles and then partners. (Option: Use the Unit 10 Energizer Worksheet.)

KEEP TALKING! ●●●
- **Describe the crisis in more detail.**
- **Say more about how you feel about the situation.**
- **Suggest ways to help.**
- **Say as much as you can.**

Watch the video for ideas!

Other crises
- childhood malnutrition
- epidemics
- victims of natural disasters
- childhood mortality
- homelessness
- scams
- drug use


migration


drought


street crime


hunger


terrorism

2 COMMUNICATION GOAL Talk about the influence of foreign imports

A GRAMMAR CLOSE-UP | Read the people's opinions. Notice the featured grammar.

Log in | Home | Friends | Post



Samara Safi ▶ Imports? Let's Talk About It . . .

1 hr So, I'm from Jordan, and every time my kids turn on their tablets or phones, I worry. I may be an overprotective mom, but I'm concerned about the influence foreign games and websites might have on them. I mean, I'm not a dinosaur, but we have a more conservative culture here, and I just don't care for normalizing some of the stuff in those games and on those websites. Honestly, though, they're good kids. Sometimes I wonder how they put up with my worrying! But I do ask myself: Can't THIS country come up with a few good games, so we don't have to rely on so many imports? I know I can't ask my kids to give up online activities entirely, but I'm trying to think of a way to get them to try out some other fun things—offline!

Like Reply 2 comments



Marcus Meyer

I hear you. I'm from Germany, and I'm concerned about imports, too—but in my case, food imports. When I pick up fruits and vegetables at the market, I've begun checking out the stickers on them. And you can count on it—they're always from somewhere else. I understand that stores want to cater to our taste for tropical fruits all year long—we can't grow those here. But what about all the things we DO grow, like tomatoes and onions? I'm guessing the ones from the developing world are simply cheaper than the ones we grow here because of the cost of labor in other countries. I wonder if this is a good thing . . .

Like Reply

B ACTIVATE PRIOR KNOWLEDGE | Would people in your country express opinions similar to the ones in Grammar Close-Up? Explain.

C GRAMMAR | Separability of transitive phrasal verbs

Remember: Transitive verbs are verbs that can have direct objects. Transitive *phrasal verbs* can be separable or inseparable.

Separable

A direct object noun can generally come after or before the particle of a separable phrasal verb.

I'd like to **try on** that blue blouse. OR I'd like to **try** that blue blouse **on**.

However, a direct object pronoun must come before the particle.

I'd like to **try** it **on**. NOT I'd like to ~~try on it~~.

Inseparable

A direct object noun or pronoun always comes after the particle of an inseparable phrasal verb.

They **cater to** younger customers. NOT They ~~cater younger customers to~~.

I don't **care for** them. NOT I don't ~~care them for~~.

Be careful! Some phrasal verbs are always separated. The particle never comes directly after the verb.

I **talked** them **into** contributing money. NOT I ~~talked into them~~ contributing money.

Separable

blow away	find out	try out
bring about	give up	turn on / off
carry out	lay off	throw away
check out	pick up	try on
figure out	take up	wipe out

Inseparable

care for	count on	put up with
cater to	do without	rely on
come across	go after	run into
come down with	go without	run out of
come up with		

Always separated

do (sth.) over start (sth.) over talk (s.o.) into (sth.)

For a more complete list with definitions, see pp. 114-116.

GRAMMAR EXPANDER p. 132
Phrasal verbs: expansion

D UNDERSTAND THE GRAMMAR | Which phrasal verbs in Grammar Close-Up are separable? On a separate sheet of paper, rewrite those sentences, with the direct object in a different position.

*Samara Safi: So, I'm from Jordan, and every time my kids **turn** their tablets or phones **on**, I worry.*

*Samara Safi: I know I can't ask my kids to **give** online activities **up** entirely, but I'm trying to think of a way to get them to **try** some other fun things **out**—offline!*

*Marcus Meyer: When I **pick** fruits and vegetables **up** at the market, I've begun **checking** the stickers on them **out** / **checking** the stickers **out** on them.*

LESSON 2 Talk about the influence of foreign imports

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Ask Ss, *Where are Samara and Marcus from?* (Jordan and Germany) *Which foreign imports do they mention?* (games and food) Have Ss scan the texts for the answers.
- Then ask them to read each person's opinion silently. To check comprehension, ask:
  What is she worried about? (the influence of foreign games and websites on her children)
  What does she want her children to try out? (fun things offline)
  What is he concerned about? (food imports)
  Why does he think his country imports so many vegetables and fruit? (They are cheaper because the cost of labor is lower in developing countries.)
- Ask Ss what the featured grammar is. (phrasal verbs)

LANGUAGE AND CULTURE

- A *dinosaur* is someone old-fashioned and unable to adapt to modern times, therefore no longer considered useful or effective.
- In this context, *normalize* means to encourage or allow something negative (usually undesirable, like a taboo) to be considered normal.
- *I hear you* means "I agree with you."
- *Cater to* someone / something is to provide a particular group of people what they need or want.
- The *developing world* refers to poorer countries that are trying to improve their economy and society.

B ACTIVATE PRIOR KNOWLEDGE

Suggested time: 10 minutes | Your time:

- Read the target question. Make sure Ss understand it is asking about some people, not everyone.
- Give Ss time to think about their answer. Then have them discuss the question in pairs or small groups.
- Bring the class together and ask volunteers to share their views.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the **Remember** note. Then write these examples on the board, underlining the phrasal verbs:
  Could you please turn down the TV? (transitive: can take a direct object)
  Please come in. (intransitive: doesn't take a direct object)
- Explain that a transitive verb needs a direct object to complete its meaning.
- Focus on separable phrasal verbs. Read the rule about direct object nouns and have a volunteer read the example sentences. Ask, *What is the direct object noun in this example sentence?* (that blue blouse) Point out that the direct object noun can appear before or after the particle.
- Then read the next rule about direct object pronouns and have a volunteer read the example sentence. Ask, *What is the direct object pronoun?* (it) Make sure Ss understand that when the direct object of a separable phrasal verb is a pronoun, it must come before the particle.
- Ask Ss to read the list of separable phrasal verbs in the box. Elicit additional example sentences with the verbs. Make sure Ss place the direct object noun or pronoun correctly.
- Focus on inseparable phrasal verbs. Read the rule and have Ss read the example sentences silently. Ask, *What is the direct object in the first example sentence?* (younger customers) *And in the second sentence?* (them) Help Ss notice that the direct object of inseparable verbs must appear after the particle, even when they are nouns.
- Ask Ss to read the list of inseparable phrasal verbs in the box. Elicit additional example sentences with these verbs. Make sure Ss place the object after the particle.
- Finally, have Ss read the **Be careful!** note and the example sentence.
- Ask Ss to read the list of phrasal verbs that are always separated in the box. Elicit additional example sentences with these verbs, making sure Ss place the direct object noun or pronoun before the particle.

GRAMMAR EXPANDER (optional, pages T132–133)

D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Write this chart on the board:

Phrasal verbs	
Separable	*Inseparable*

- Ask Ss to copy and complete it with the phrasal verbs in Exercise A. Then check answers by asking volunteers to say the verbs for each column. (Separable: turn on, give up, try out, pick up, checking out; Inseparable: care for, put up with, come up with, rely on, count on, cater to)
- Then have Ss work individually to rewrite the sentences with separable phrasal verbs, placing the direct object in a different position.
- Go over the answers. Ask volunteers to read one of the new sentences.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the phrasal verbs and determine if they are separable, inseparable, or always separated. (separable: 1, 5, and 6; inseparable: 2 and 4; always separated: 3) Remind Ss that with separable phrasal verbs, the direct object pronoun must come before the particle. Tell Ss to use the correct verb form in each sentence.
- Have Ss complete the exercise individually and then compare answers with a partner.
- Go over the answers as a class. Have Ss read a complete sentence aloud.

LANGUAGE NOTES

- Someone who is *tech-savvy* knows a lot about modern technology and how to use it.
- If a group of people or a demographic *has economic power*, they have a lot of influence because they buy a lot.
- *Domestic suppliers* are in-country companies that sell a product or service.

CHALLENGE (+5 minutes) Ask, *Which item has other phrasal verbs within the sentence?* (3: laid off, going back) *Is* lay off *usually a separable or inseparable verb?* (separable) *Is it separated here?* (no) Explain that in the passive, a phrasal verb that is normally separable has to stay together because its object in the active voice is now the subject of the passive. (Active: They **laid** many workers **off**. Passive: Many workers were **laid off**.)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Review that in the Grammar Close-Up on the previous page, the two people gave their opinions on the influence of foreign imports in their countries. Explain that now Ss will voice their opinions about the topic.
- Read the directions and the headings on the notepad. Elicit examples of *personal care products.* (shampoo, deodorant, soap, etc.)
- Draw Ss' attention to the pictures and captions at the bottom of the page. Elicit the categories they exemplify. (label: clothing; martial arts: sports; tapas: food)
- Have Ss work individually to list examples on the notepad.
- Then ask, *Who wrote something in the* Other *category? What categories did you add?* Tell Ss they can add any ideas if they come across these imports regularly.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the directions and have a volunteer read the example opinion. Ask, *Does the speaker think the imports have had mostly a positive or a negative influence?* (mostly negative)
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their discussions.
- In groups, have Ss compare their lists. Then ask them to explain if the imports have had a positive or negative influence in their country and why. Encourage Ss to ask each other questions and provide details and examples.

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

✓ explaining why they think the imports have had a positive or negative influence

✓ using phrasal verbs correctly

EXTENSION (+5 minutes) Ask Ss to name products or traditions from their country that they think would have a positive impact on other countries.

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Ask them to write three sentences about imports: one with a separable phrasal verb, one with an inseparable phrasal verb, and a third one with a phrasal verb that is always separated. Refer Ss to the more complete list of phrasal verbs on pages 114–116. Collect and read Ss' sentences to identify areas for review and extra practice.

Remind Ss of additional grammar practice in their digital resources.

E **GRAMMAR PRACTICE | Complete the sentences, using a form of the phrasal verb with the pronoun *it* or *them*. Pay attention to whether or not the verb is separable.**

1 Pilates is really popular. Even my great grandmother has (take up) *taken it up*.
2 Although only a small number of people here can understand English, English words are everywhere. You often (come across) *come across them* on signs, menus, ads, and clothing labels.
3 Many of the workers who were laid off during the pandemic had highly developed skills. It may not be so easy to (talk into) *talk them into* going back for more training.
4 Because young adults are tech-savvy and have tremendous economic power, Internet companies have developed marketing campaigns that (go after) *go after them* aggressively.
5 At international food fairs, foreign companies offer samples of their products. Domestic suppliers can (try out) *try them out* before deciding to import them.
6 Once a foreign brand has become popular, it's hard for people to (give up) *give it up*.

COMMUNICATION ACTIVATOR

Now let's talk about the influence of foreign imports.

A **TALKING POINTS | On the notepad, list examples of imports from foreign countries or cultures that you come across regularly.**

Foods:	Entertainment:
Music:	Vehicles:
Products for your house:	Sports and games:
Clothing / personal care products:	Other:

B **GROUP WORK | Compare lists from Talking Points. Have the imports had a positive or negative influence in your country? Explain.**

> "There's been a trend here toward giving up local traditions and replacing them with imported things. Some of them are great, but I question the wisdom of throwing out our own traditions in their favor. Imported things aren't necessarily better than our own!"

KEEP TALKING! ●●●

- **Agree or disagree, providing supporting details.**
- **Discuss recent trends in your country.**
- **Describe how imports can or do influence your home culture.**
- **Say as much as you can.**

Watch the video for ideas!



Spanish specialties are enjoyed in many places outside of Spain.



Labels tell you where your garment was made.


Asian martial arts are popular throughout the world.

3 COMMUNICATION GOAL

Discuss the ways your culture might cause culture shock

A VOCABULARY | Discussing culture shock | Read and listen. Then listen again and repeat.

culture shock *n.* the feelings of anxiety and confusion that people have when they spend time in a foreign country
Foreign students often experience culture shock.

homesick *adj.* feeling sad because of being away from home
The first time I went to summer camp, I was homesick.

overwhelming *adj.* more than one can bear; large enough in size, number, or amount to have a very strong effect
Homesickness can be overwhelming and hard to overcome.

disorienting *adj.* confusing, especially of new surroundings
If you come from a culture in which people often touch each other, it can be disorienting to be in a country where people generally do not.

belong *v.* feel happy or comfortable in a place or situation because one has the same interests and ideas as other people
It was so good to come home to a place where I belong!

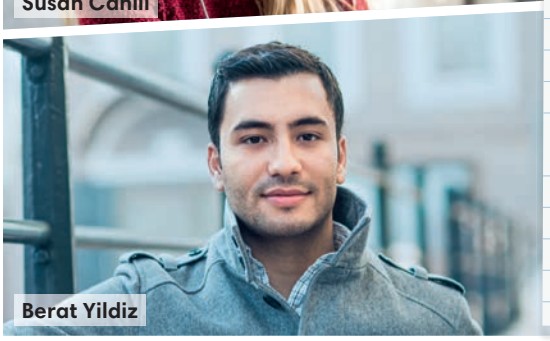
miss *v.* feel sad because one doesn't have something or do something one had or did before
When Ella was in Europe, she found herself missing some of the foods from back home.

long for *v.* want something very much, especially when it seems unlikely to happen soon
Many people from the country long for a little quiet when they're in a busy city.

B PERSONALIZE THE VOCABULARY | Choose three of the words from the Vocabulary, and use them to write a true statement about yourself. Share statements with a partner.

C LISTEN TO SUMMARIZE | Listen to the radio program. In your own words, summarize the characteristics of each of the four stages of culture shock.


Susan Cahill


Berat Yildiz

Stage one: *Possible answers:*
The honeymoon stage. Everything is new and exciting.

Stage two:
The frustration stage. Things about the new culture start to bother you, especially things that are very different from your home country. You realize how different you are from the people in the new country.

Stage three:
The depression stage. The third stage is the hardest. You don't know if you can actually adjust to the new culture. You may feel sad a lot of the time. Some people can't sleep and feel lonely and even angry.

Stage four:
The acceptance stage. You accept the differences in the culture, weather, people, and language. You've probably made some friends and learned the language.

D LISTEN FOR DETAILS | Listen again. Check the correct answers, according to the program.

1 Which of the following disorienting experiences did not cause negative feelings for Berat in London?
☑ the traffic ☑ the money ☐ the weather ☐ the food ☐ people's behavior

2 Which symptoms of culture shock did Berat experience?
☐ headaches ☑ disappointment ☑ sadness ☐ lack of sleep ☑ loneliness

3 Which of the following were mentioned as signs that Berat was in the final stage of culture shock?
☑ dressing right for cold weather ☑ making friends ☐ calling home
☑ appreciating cultural differences ☐ finding Turkish restaurants

LESSON 3 Discuss the ways your culture might cause culture shock

A VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the definition and example for *culture shock*. Ask, *Have you or someone you know ever experienced culture shock? Where did it happen?*
- Have Ss read and listen to the vocabulary. Then have them listen and repeat.
- Ask Ss to read the definitions and examples silently.
- To check understanding, dictate or write these questions on the board:
  1. *What was one occasion when you felt homesick? What did you miss?*
  2. *When was a time that you felt things were overwhelming? What did you do?*
  3. *What is something that you once considered disorienting?*
  4. *What is a place where you feel you belong? Why does it make you feel that way?*
  5. *Who do you miss when you are away from home?*
  6. *When you are away from home, what is one food you long for?*
- In pairs, have Ss discuss the questions.
- Bring the class together and ask volunteers to share one of their answers with the class.

B PERSONALIZE THE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. If necessary, give an example: *I felt homesick when I moved to another city for college.*
- Have Ss write their sentences individually and then share them with a partner.
- To review, ask volunteers to share one of their sentences with the class.

C LISTEN TO SUMMARIZE

Suggested time: 10 minutes | Your time:

- Tell Ss they will hear about the four stages of culture shock. Ask them if they can guess what these might be. Write their guesses on the board.
- Have Ss listen to the program and write the names of the stages as they hear them.
- Then have Ss listen again and summarize each stage. If necessary, pause after the explanation of each stage to give Ss time to write their summaries.
- Have Ss compare their answers with a partner. Then elicit answers from the class.

LANGUAGE AND CULTURE

- An *exchange student* is a student who goes to another country to study, usually as part of a program.
- If something is a *piece of cake*, it is really easy.
- *Brits* is an informal way to refer to people from Great Britain.
- A *full English breakfast* is a cooked meal that usually includes bacon, eggs, and toast, and sometimes also tomatoes, mushrooms, and sausages.

D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask volunteers to read the items and choices. Check understanding.
- Have Ss listen to the program again and check the answers.
- Review answers as a class.

OPTION (+5 minutes) Ask Ss, *What was disorienting about the money and the traffic?* (He couldn't tell the difference between the two coins. People drive on the opposite side of the road than Turkey.) *What was negative about the weather, people's behavior, and the food?* (The weather was cold and rainy. It was hard to make friends. He got tired of the food.)

EXTENSION (+5 minutes) Have Ss look at the topics in items 1 and 2. Ask, *Which disorienting experiences from item 1 have you experienced or do you think you might experience in a foreign culture? Which symptoms of culture shock from item 2 have you experienced or do you think you might experience if you traveled to a foreign culture?* Have Ss share their answers in pairs.

CHALLENGE (+10 minutes) Tell Ss to imagine they are moving to London for a year to study. With a partner, have them discuss which things they think would be hardest to get used to. Then ask volunteers to share their ideas with the class.

E UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss listen to the excerpts. Pause after each one to let them choose the answer.
- Go over the answers as a class. For each item, ask: *What in the context helped you decide the answer?* (Possible answers: 1. Let's listen as Berat describes what it was like during his first month here; 2. it had long been a dream of mine to study here; 3. Various negative symptoms are listed, followed by *Fortunately*, which introduces an improvement; 4. I had gotten used to the weather . . . crossing the street was a piece of cake by then . . . I made friends.)

CHALLENGE (+10 minutes) In pairs, have Ss role-play a radio program following the model in the listening. One S will be the commentator, and the other the person who experienced culture shock. Have Ss prepare scenarios related to the various stages of culture shock, referring to the notes they took in Exercise C on page 106. Encourage them to use a culture they know something about and to be creative about what caused the culture shock.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Draw Ss' attention to the picture. Ask, *What is happening in this scene? What do you think the people might be saying? Which people look worried? Why?* Elicit answers. (Possible answers: The couple on the right are in a street market in a foreign country. They don't seem to understand the language. Some of the people seem to be offering the products or services they sell, such as food and guided tours.)
- Read the directions and have a volunteer read the list of topics. Explain and provide or elicit examples as needed. (For example, for *traditional leisure activities*: in a country that has mountains and a lot of snow in the winter, it could be common to go skiing every chance one gets. If a visitor to this country doesn't know how to ski, or doesn't enjoy winter sports, it could lead to culture shock.)
- Then have Ss work individually to check off the topics that could cause culture shock to a visitor in their country. Encourage them to add one more category to the list.
- Next, have Ss choose three of the checked topics that they think might be the most surprising and write notes suggesting ways to avoid surprise and culture shock. (For example, for *formality and informality*: In the United States children often call adults by their first names; for *public transportation*: A young person is expected to give up a seat to an elderly person; for *pedestrian behavior*: A pedestrian can be fined if they cross the street at a place where this is not allowed.)
- Point out that often there isn't something one can physically do to avoid culture shock related to a particular topic. However, being informed can help prevent surprise and help a person fit in faster and avoid making cultural mistakes.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions.
- In pairs, have Ss share their ideas about how visitors can overcome culture shock in their countries. Encourage Ss to ask and answer questions to clarify their ideas.
- If time allows, ask volunteers to share their ideas.

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

✓ making suggestions about three different aspects

✓ using the vocabulary to describe culture shock correctly

CHALLENGE (+15 minutes) In groups, have Ss write tips for visitors to their country to help them overcome culture shock. Encourage them to cover as many topics as possible. In multicultural classes, ask Ss to work individually or with classmates from the same country.

CLOSURE ACTIVITY (+5 minutes) Ask Ss to imagine a foreign classmate or co-worker is experiencing culture shock in their country. Ask them to write a note to that person with suggestions for overcoming it. Ask them to include some of the vocabulary in Exercise A on page 106. If necessary, write an example on the board:

Hi, Anita.

I know culture shock can make things seem rather overwhelming. If you are feeling homesick, missing your mom's food, and longing for some good ceviche, I can take you to an excellent Peruvian restaurant in my neighborhood. Just let me know when you have time and I will take you there. I'm sure it will make you feel much better.

Best,

Margot

Collect and read Ss' notes to identify areas for review and extra practice.

Remind Ss they will find additional vocabulary and listening practice in their digital resources.

E UNDERSTAND FROM CONTEXT | **Listen to the excerpts from the radio program. Use the context to help you complete each statement.**

1 When Susan Cahill says that Berat Yildiz knows about culture shock "firsthand," she means he knows it from .....
(a) experience b his studies c his culture

2 When Berat Yildiz says he felt like he was "in heaven," he means he felt .....
a worried b shocked (c) great

3 When Susan says there is "a light at the end of the tunnel," she means that things will .....
(a) get better b get worse c stay the same

4 When Berat says he got his "feet back on the ground," he means he stopped .....
(a) feeling confused b feeling happy c thinking about Turkish food

COMMUNICATION ACTIVATOR

Now let's discuss the ways your culture might cause culture shock.

A TALKING POINTS | **Check three aspects of your culture you think might cause a visitor to experience culture shock. Write those three on the notepad and write suggestions to help visitors overcome their discomfort with each one.**

- ☐ local dishes
- ☐ eating and drinking customs
- ☐ etiquette at work
- ☐ local holidays
- ☐ sense of humor
- ☐ formality and informality
- ☐ punctuality
- ☐ traditional leisure activities
- ☐ socializing
- ☐ clothing do's and don'ts
- ☐ treatment of children
- ☐ customs of keeping pets
- ☐ public transportation
- ☐ driving behavior
- ☐ pedestrian behavior
- ☐ other: .....
  .....
  .....

1

2

3

B PAIR WORK | **Use your notes from Talking Points to describe your ideas to help a visitor cope with culture shock in your country.**



4 COMMUNICATION GOAL

Understand the impact of globalization

A READING | Read the interview about the pros and cons of our increasingly interdependent world. What fact was most surprising to you?

WORLD

GLOBALIZATION: A double-edged sword?

World interviewed sociologist Angela Kuhn about globalization.

WORLD: Professor Kuhn, you've been quoted as saying that globalization isn't a "Johnny-come-lately," having begun thousands of years ago. The popular perspective is that globalization, or the economic interdependence of nation states, is a phenomenon of the last hundred years that has accelerated rapidly in the Information Age past the point of no return.

KUHN: Most people do think of globalization as recent, but they're mistaken. The best known early example of economic interdependence is probably the Silk Road, the ancient network of trade routes across China, Central Asia, and the Mediterranean between 50 BCE and 250 CE. And just as today's globalization has been enabled by emerging technologies, so was the trade over the Silk Road.

WORLD: Which technologies could you be referring to, so long ago?

KUHN: Specifically, advances in metallurgy led to the creation of coins so that goods could be bought and sold and not simply exchanged, or "bartered," as they had been previously. And a developing infrastructure of roads and bridges played a key role just as they do today. Later, in the 15th century, advances in technology, such as improved ship design and the magnetic compass, made Columbus's four voyages to the New World possible. As it does today, trade impacted the lives and culture of ordinary people of the time—both for good and for bad. Heaven knows that much pain and suffering has always been a component of globalization.

WORLD: Can you elaborate on some ways the lives of ordinary people have been affected by globalization?

KUHN: Well, I'm simplifying, you understand, but in the Asian example, foods that had been eaten only locally began to be known elsewhere, and products such as Chinese silk and Arabian spices—along with the cultural exchange of religious beliefs—influenced the traditions and personal lives of people of the time. Similarly, Columbus's voyages opened the Age of Exploration, and repeated connections between Europe and the Americas introduced profound cultural change in the people of both places.

WORLD: So, fast forward to today—obviously, globalization still creates economic ties among the countries of the world, but the Internet has accelerated the process. And English has facilitated our ability to connect culturally with others. So, then, why are people so down on globalization?

KUHN: Well, I don't think we can state that categorically. Most people are ambivalent. They receive the benefits of globalization—economic growth, higher standards of living, enriched culture, more access to a wider range of products—but are also aware of some of its downsides.

WORLD: Such as?



In 2021, the cargo ship Ever Given blocked the Suez Canal, disrupting the global trade the world's economies now depend on. ▲

KUHN: Well, companies in richer, developed countries often outsource manufacturing and customer service to poorer countries, where labor costs are lower. This has led to a widening gap between the rich and the poor in the more developed countries because jobs there are consequently lost. Since goods are imported and exported around the world, there has been a huge growth in shipping, and because of the lack of regulation in international waters, workers on merchant ships have been exploited and abused. Furthermore, ordinary people complain that their traditional culture and industries are being lost to an invasion of foreign brands and—lest we forget—our interconnectedness has created an increased risk of pandemic disease.

WORLD: Will a day come when we can offset the downsides and reap only the benefits of an interconnected world?

KUHN: As you said earlier, we may have reached the point of no return. World economies are interdependent, and there seems to be no Plan B when things go wrong; in other words, there's no alternative.

WORLD: As you said: it's a double-edged sword. Thank you, Dr. Kuhn.

LESSON 4 Understand the impact of globalization

A READING

Suggested time: 15 minutes | Your time:

- Read the title of the interview. Ask the class: *What is a double-edged sword?* (something that can have both positive and negative aspects or consequences)
- Read the directions and the question. Have Ss read the interview. Suggest they underline information in the text that will help them answer the target question.
- Have Ss share their answer with a partner. Ask them to explain their views.
- To review, ask volunteers to share their answers with the class.

LANGUAGE AND CULTURE

- The *Information Age* is a period of time that began in the mid-20th century in which information has become a valuable commercial product, especially due to computer technology.
- In this context, *heaven knows* is used to emphasize the truth of a statement.
- The *Age of Exploration* (or Age of Discovery) is the period from the 1400s through the 1600s in which European nations began exploring the world in search of goods and materials, and discovered new routes to India, the Far East, and the Americas.
- *Be down on* something means to feel hostile or antagonistic toward something.
- *Lest we forget* is a formal way of saying that something should not be forgotten.
- *Reap something* is to receive something (especially something good, like a benefit or reward) as a result of something you have done.

OPTION (+5 minutes) Draw Ss' attention to the photos of the cargo ship and read the caption. Elicit how the incident depicted illustrates the title of the article. (Possible answer: These large cargo ships and canals facilitate international trade, benefiting a number of countries and industries. Consequently, any disruption to this network can also impact negatively the countries and industries dependent on the trade.)

EXTENSION (+5 minutes) Draw Ss' attention to the photos of the cargo ship and the caravan. In pairs or small groups, have Ss discuss the similarities and differences in the processes they depict. (Possible answers: The caravan illustrates the early example of globalization represented by the Silk Road, while the cargo ship is an example of modern transportation technology that enables the trade between countries. The caravan is more limited in regard to distances covered and the volume of cargo carried, while modern cargo ships can cover great distances and carry enormous volumes.)

EXTENSION (+10 minutes) To review summarizing, divide the class into six groups. Assign each group one question-and-answer from the interview and have them write a summary of the idea discussed. Remind them to keep it brief and only include the main ideas. Then have one person from each group read their summary to the class.

CHALLENGE (+10 minutes) Write on the board: *Do you think that it is possible for everyone to benefit in the competitive global world? Why or why not?* Have Ss discuss the question in groups or with the class. Then ask them to speculate about what can be done to ensure that globalization works for the benefit of the most people.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Before doing the exercise, suggest Ss number the paragraphs in the interview, 1 to 13.
- In pairs, have Ss find the words in the interview and answer the questions. Encourage them to use the context to help determine the meanings. Monitor and assist as needed.
- Go over the answers as a class.

C IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions and the questions. Check understanding.
- Have Ss answer the questions using information from the interview. Suggest they underline the passages in the text that support their answers.
- Have Ss compare their answers with a partner. Then go over the answers as a class.

Possible answers for Exercise C

1. *50 BCE–250 CE: Advances in metallurgy led to the creation of coins so that goods could be bought and sold; developing infrastructure of roads and bridges played a key role.*
   15th century: Advances in technology, such as improved ship design and the magnetic compass, made Columbus's four voyages to the New World possible.
   Today: The Internet has accelerated the globalization process by simplifying communication.
2. *It allowed people to make coins, which are easier to carry.*
3. *economic growth, higher standards of living, enriched culture, more access to a wider range of products*
4. *They are not regulated when in international waters.*
5. *People travel much more frequently and quickly between nations.*
6. *It disrupted global trade.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and the headings on the notepad. Point out that the word *impact* can be positive or negative. For example, a company could be very environmentally conscious (positive impact) or carelessly pollute the environment (negative impact).
- Have volunteers name international companies they have heard of. Ask them to explain what each company does.
- Then have Ss list companies that have had a specific impact on their country. If necessary, allow them to check the information online. Suggest they note down the benefits or problems each company brought to their country.

B DISCUSSION

Suggested time: 15 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Then call on a volunteer to read the example answer.
- Give Ss time to think about their answers to the questions. Then have them discuss the questions in pairs or small groups.
- To review, ask the class: *Overall, do you think globalization is good or bad for the world as a whole?* Ask Ss to explain their answers.

LOOK FOR While Ss are doing Exercise B, monitor their discussion to determine if they are providing explanations for their opinions.

EXTENSION (+15 minutes) Have Ss think of the most popular foreign product or company in their country. Ask them to write a paragraph describing the impact it has had on the country's economy. Have Ss read their paragraphs to the class. On the board, write the name of each product or company discussed. Encourage Ss to comment on each other's choices. Then take a vote to see which is the most popular product or company.

CHALLENGE (+15 minutes) Conduct a globalization debate. Divide the class in half. Assign one group to be for globalization and the other group to be against globalization. Tell groups to compile their arguments, referring to the interview on page 108 as well as to Talking Points and their discussion in Exercise B. Give each group an opportunity to present their argument. Then give groups an opportunity to rebut the opposing argument and defend their point of view. Judge the most solid argument and declare the winner of the debate.

WRITING HANDBOOK (optional, page T153)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Elicit or remind Ss of Professor Kuhn's interview. Write on the board: *Do you think globalization is a double-edged sword? Why or why not?* Collect and read Ss's answers to identify areas for review and extra practice.

Remind Ss they will find 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. Globalization is not a new thing. 2. economic interdependence of nations 3. roads and bridges

B **UNDERSTAND FROM CONTEXT | With a partner, answer the questions that contain key words and expressions from the interview.**

1 What does Professor Kuhn mean that globalization isn't a "Johnny-come-lately"?
2 How does she define "globalization"?
3 What was the "infrastructure" of the Silk Road era?
4 Which "technologies" made Columbus's voyages possible?
5 How does "bartering" differ from buying and selling?
6 How would you describe the "outsourcing" of manufacturing and customer service?
7 What does it mean to be "ambivalent" about something?
8 What is meant by "the point of no return"?
9 How would you explain the meaning of a "Plan B"?

4. improved ship design and the magnetic compass
5. Bartering is trading goods / services for other goods / services, while buying and selling is trading goods / services for money.
6. having products manufactured in countries where labor costs are lower and providing customer service overseas by phone or Internet for the same reason
7. not feeling strongly positively or negatively about something
8. the point at which things can not go back to how they were, even if we wanted them to
9. an alternative plan in case the original plan doesn't work out

C **IDENTIFY SUPPORTING DETAILS | Answer the questions, supporting your answers with information in the interview.**

See page T109 for possible answers.

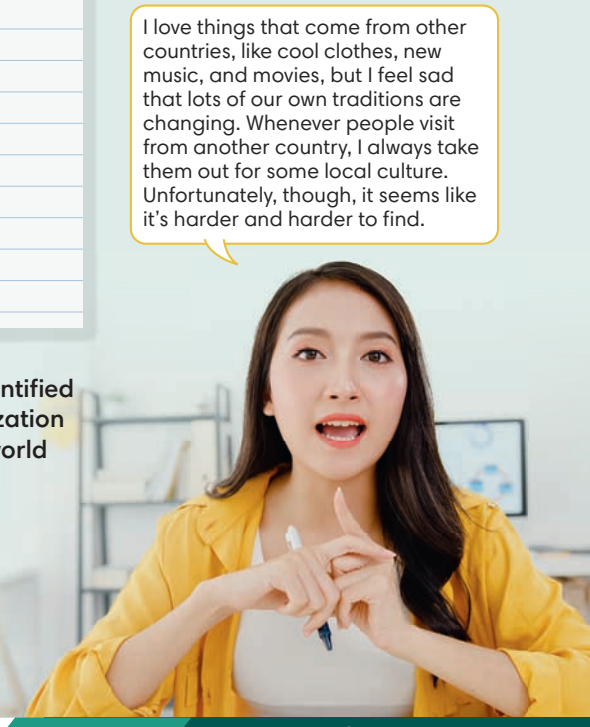
1 In what way has technology enabled growth in economic interdependence in the three time periods Professor Kuhn mentions?
2 How did the growth in metallurgy contribute to the shift from bartering to buying and selling traded goods?
3 What are the benefits of globalization that Kuhn points out?
4 Why is it easy for shippers to abuse and exploit workers on merchant ships?
5 Why has globalization multiplied the risk of pandemic disease?
6 Why was the incident of the Ever Given so significant?

COMMUNICATION ACTIVATOR

Now let's understand the impact of globalization.

A **TALKING POINTS | On your notepad, write the names of international companies that have had an economic or cultural impact in your country.**

have had an economic impact	have had a cultural impact



B **DISCUSSION | What benefits or problems have the companies you identified in Talking Points brought to your country? Overall, do you think globalization is good or bad for your country? Do you think it's good or bad for the world as a whole? Explain. (Option: Use the Unit 10 Soft Skills Booster, p. 163.)**

WRITING HANDBOOK p. 153
- **Skill:** Rebutting an opposing point of view
- **Task:** An essay about globalization

PROGRESS SELF-CHECK

NOW I CAN

- ☐ React to international news events.
- ☐ Talk about the influence of foreign imports.
- ☐ Discuss the ways my culture might cause culture shock.
- ☐ Understand the impact of globalization.

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

Soft Skills Workshop 5

A Panel Discussion

Outcome

You will prepare and present a panel discussion on a topic of your choice.

1 TEAMWORK Choose a discussion topic and assign roles.

Form teams of four. With your teammates, discuss the topics and decide which would be most interesting to prepare. With your teacher, determine how much time you will have to conduct your team's panel discussion.

Assign roles. Choose one team member to be moderator. The other team members will be panelists. Choose a role for each panelist. Give each panelist a fictional name, an employer, and a job title, and invent other details as appropriate.

Research the topic for information, news, and any issues or controversies related to it. Share information to help frame your ideas and plan your points of view. Combine team members' notes.

Research notes
Important to include foods of many colors on plate.

Tips for TEAMWORK

Support your colleagues' ideas.
Makes total sense! Good thinking!
What a great idea!

Politely offer a different point of view.
I see what you mean. But here's a question ___ .
I get that. But I wonder what you think of this: ___ .
Good point. But here's something to consider: ___ .
True. But on the other hand, ___ .

DISCUSSION TOPICS

A



Does healthy food have to be boring?

Moderator: a medical professional (doctor, nurse, physical therapist, etc.)

Panelist roles:
- a nutritionist
- a chef and restaurant owner
- a home cook with a large family

B



How much discipline do children need?

Moderator: a parent of a teen in a multi-generational household

Panelist roles:
- a child psychologist
- a parent of a child with behavior problems
- a typical teenager

C



What can we do about street crime?

Moderator: a small business owner in a large city

Panelist roles:
- a police officer
- a person recently released from prison
- a crime victim

D



What is the future of English as an international language?

Moderator: a journalist from a business magazine

Panelist roles:
- a CEO of a company with offices around the world
- a student planning on a career in international business
- an English teacher in an adult language program

2 COLLABORATION Work together to plan the panel discussion.

Using the team's notes from Activity 1, the moderator drafts five to ten questions to ask. At the same time, the panelists each think about and write notes about their general point of view of the topic. (For example: A chef might say that healthy food can be very exciting if it's spicy.)

Panelists and the moderator share their notes, giving each other feedback and suggestions.

As the moderator revises the questions, panelists brainstorm the answers they would give in the actual panel discussion, according to the point of view of the roles they will be playing.

Meet together again as a team to draft an introduction to the topic for the moderator to present at the beginning of the panel discussion, as well as brief (two or three sentences only) introductions to each panelist.

Tips for COLLABORATION

Offer suggestions.
Have you thought about ___ ?
What if we ___ ?
Maybe we should give ___ a try.
So what do you think of this? Let's ___ .

Soft Skills Workshop 5: A Panel Discussion

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

1 TEAMWORK

Suggested time: 30 minutes | Your time:

- Read the workshop title and the **Outcome** note. Ask, *What is a panel?* (a small group of people brought together to discuss a topic) Ask, *Have you ever participated in or watched a panel discussion? What was it about? What suggestions do you have for someone doing this type of presentation?*
- Read the directions for the first set of tasks. Go over the four **Discussion Topics**. Check understanding of *multi-generational household*. (family members of different ages, such as parents, grandparents, grandchildren, living together in a same house / apartment) Elicit what Ss know about each job listed for moderators and panelists.
- Read the second set of tasks. Elicit or explain that the *moderator* of a panel is a facilitator who usually introduces the panelists; asks initial questions; keeps the discussion moving, focused, and on time; and ensures the panelists' ideas are clear to the audience. Elicit or explain that the *panelists* are experts or people with a special interest in the topic who discuss it in front of the audience. Point out Ss should also give a name, employer, etc. to the moderator.
- Read the third set of tasks. Have a volunteer read the sample writing under **Research notes**. Suggest Ss can each research the topic from the point of view of their roles, taking notes on information that would be known by that person or would exemplify their views. Encourage them to research a variety of sources of information appropriate to their roles. For example, to support the specialists' views, Ss might research more academic or technical sources (encyclopedias, university websites, books, journals, articles, editorials). For the non-professional roles, Ss might also research more personal sources (blogs, personal websites, non-academic forums).
- Go over the ideas in the **Tips for Teamwork** box. Encourage Ss to use these ideas in their discussions.
- Agree with the class how long each panel discussion should take (for example, 10–15 minutes). Suggest they keep this time limit in mind when preparing their presentation.
- Form groups of four. Have each group decide on a topic and share it with the class.
- Monitor and assist as Ss work. Keep time.

OPTION (+10 minutes) To help Ss prepare for the task, find short videos of different panel discussions and show them to the class. Ask Ss who they considered a good or bad moderator or panelist, and why.

TEACHING TIPS

- If possible, avoid having more than two groups discussing the same topic so that the audience doesn't lose interest during the presentations. If necessary, add one more topic and a set of moderator and panelists to the selection or add one more panelist (with a different job / background) to each of the existing topics.
- Write on the board time limits for each task. (For example: 5 minutes to discuss and agree on a topic, 5 minutes to assign roles and create the details for each one, 15 minutes to research, 5 minutes to discuss and compile ideas) Keep time as Ss work.
- If necessary, allow Ss to research the topic and their roles as homework.

2 COLLABORATION

Suggested time: 20 minutes | Your time:

- Read the directions and check understanding of the tasks.
- Draw Ss' attention to the **Tips for Collaboration** box. Encourage Ss to use this language as they offer suggestions. Remind them to keep a positive attitude and to respect each other's opinions and work.
- Have Ss create their questions and answers, as well as introductions to the topic and to each member of the panel. Remind them to include a brief self-introduction for the moderator.
- Monitor and assist as needed. Make sure all students are involved and have a role.

TEACHING TIP Encourage Ss to use language they learned in previous units in their discussions. For example: Suggest they use the subjunctive in their suggestions and recommendations (Unit 8, page 82), unreal conditionals to talk about imagined scenarios (Unit 6, pages 58 and 60; Unit 9, page 92), and the different future forms for their predictions (Unit 9, page 94).

3 PRESENTATION

Suggested time: 40 minutes | Your time:

- Read the directions and clarify the procedures as needed.
- Remind the moderators to vary the panelist they ask each question first so that every member of the panel answers a similar number of questions.
- Clarify that each question doesn't need to be answered by all the panelists. Encourage the other panelists to just say they agree with another one if that is the case.
- If possible, encourage them to structure the discussion as a "conversation" and not a series of isolated "presentations."
- Draw attention to the **Tips for Presentation** box. Encourage them to incorporate these ideas into their panel discussions.
- Direct Ss' attention to **Evaluate**. Read the directions. Give Ss a minute to read the questions silently. Suggest Ss refer to the Evaluate checklist as they rehearse their discussion and give each other feedback.
- Remind Ss of the time limit for their discussions. Suggest they keep time while practicing.
- As Ss rehearse, monitor and assist as needed.
- Print and pass out the **Evaluation Chart** before the presentations. Make sure Ss have a chart to fill out for each group. Suggest Ss take notes as each group speaks. Encourage them to highlight what each group did particularly well.
- Call on teams to present their panel discussions. If time is limited, two teams can present to each other.
- Leave time after each presentation for the audience to complete the Evaluation Chart (for example, 2–3 minutes). Have the team that just presented complete an Evaluation Chart about their presentation as well.
- Collect Ss' Evaluation Charts after the final presentation.

OPTION (+5 minutes per presentation) Leave time after each panel discussion for a Q&A session. Suggest Ss in the audience write their questions on sheets of paper during the discussion and pass them on to the moderator. Ask the moderator to select some of the questions and ask them to specific panelists.

OPTION For each discussion, ask Ss in the audience to write on their Evaluation Chart which panelist they mostly agree with and why.

Print out the **Evaluation Chart**.

3 PRESENTATION Rehearse the panel discussion and then present a similar one to the class.

Rehearse: Using the notes and drafts from Activities 1 and 2, the moderator practices introducing the topic and then introduces the panelists in the order in which they are seated. Then he or she asks the questions that were planned, calling on one or more panelists to answer. Each panelist rehearses the answer he or she intends to give, based on the brainstorming in Activity 2. Discuss any last-minute changes you want to make.

Make name cards or tags that include each person's role.



Present: Conduct your panel discussion in front of the class. The moderator and all panelists should look at whoever is speaking, nodding and smiling to indicate they are paying attention.

The moderator can ask unrehearsed follow-up questions but should maintain control of the time any one person takes, in order to complete the discussion on time. Panelists who wish to respond spontaneously to something should raise their hand to be called on by the moderator and should not interrupt.

When time is up, the moderator thanks the panelists for their contributions and thanks the audience for its attention.

Tips for PRESENTATION

Demonstrate respect for what others say.
[Ms. Bank] makes a good point.
That's definitely true.
I know what you meant when you said ___ .
I think [Mark]'s absolutely right.

Ask others to elaborate
Is there a particular reason you say ___ ?
Can you explain what you mean by ___ ?



EVALUATE Improve your presentation skills.

Use the Key to answer the questions and evaluate each panel discussion. Discuss strengths and weakness and make suggestions about how each panel discussion might be improved.

KEY
Y = yes
U = usually
S = sometimes
N = no

1 The moderator introduced the topic in a way that made me want to hear something about it.

2 The panelists were clearly identified both by the moderator and with name cards or badges. They were seated in the order they were introduced.

3 The panelists acknowledged their introductions, waited to be called on, and didn't interrupt.

4 The panelists listened actively and attentively to the other panelists and the moderator.

5 The moderator retained control of the time limits and made sure all panelists had a chance to speak. When time was up, the moderator concluded the session appropriately.

REFERENCE CHARTS

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
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
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	sprang / 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

VERBS FOLLOWED BY A GERUND

acknowledge	celebrate	discontinue	escape	imagine	postpone	recall	risk
admit	complete	discuss	explain	justify	practice	recommend	suggest
advise	consider	dislike	feel like	keep	prevent	report	support
appreciate	delay	don't mind	finish	mention	prohibit	resent	tolerate
avoid	deny	endure	forgive	mind	propose	resist	understand
can't help	detest	enjoy	give up	miss	quit		

EXPRESSIONS THAT CAN BE FOLLOWED BY A GERUND

be excited about	be committed to	make an excuse for	look forward to
be worried about	be opposed to	have a reason for	blame [someone or something] for
be responsible for	be used to	believe in	forgive [someone or something] for
be interested in	complain about	participate in	thank [someone or something] for
be accused of	dream about / of	succeed in	keep [someone or something] from
be capable of	talk about / of	take advantage of	prevent [someone or something] from
be tired of	think about / of	take care of	stop [someone or something] from
be accustomed to	apologize for	insist on	

VERBS FOLLOWED DIRECTLY BY AN INFINITIVE

afford	attempt	consent	fail	intend	neglect	pretend	struggle	want
agree	can't wait	decide	grow	learn	offer	promise	swear	wish
appear	care	demand	hesitate	manage	pay	refuse	threaten	would like
arrange	choose	deserve	hope	mean	plan	request	volunteer	yearn
ask	claim	expect	hurry	need	prepare	seem	wait	

VERBS FOLLOWED BY AN OBJECT BEFORE AN INFINITIVE*

advise	cause	enable	force	need*	persuade	require	want*
allow	challenge	encourage	hire	order	promise*	teach	wish*
ask*	choose*	expect*	instruct	pay*	remind	tell	would like*
beg	convince	forbid	invite	permit	request*	urge	

***In the active voice, these verbs can be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).**

VERBS THAT CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE

with a change in meaning

forget	remember
regret	stop

without a change in meaning

begin	continue	like	prefer	try
can't stand	hate	love	start	

ADJECTIVES FOLLOWED BY AN INFINITIVE*

afraid	ashamed	depressed	eager	fortunate	lucky	relieved	surprised
alarmed	certain	determined	easy	glad	pleased	reluctant	touched
amazed	content	disappointed	embarrassed	happy	prepared	sad	upset
angry	curious	distressed	encouraged	hesitant	proud	shocked	willing
anxious	delighted	disturbed	excited	likely	ready	sorry	

***Example:** *I'm willing **to accept** that.*

PARTICIPIAL ADJECTIVES

alarming	–	alarmed	embarrassing	–	embarrassed	paralyzing	–	paralyzed
amazing	–	amazed	enlightening	–	enlightened	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
confusing	–	confused	frightening	–	frightened	startling	–	startled
depressing	–	depressed	horrifying	–	horrified	stimulating	–	stimulated
disappointing	–	disappointed	inspiring	–	inspired	surprising	–	surprised
disgusting	–	disgusted	interesting	–	interested	terrifying	–	terrified
distressing	–	distressed	irritating	–	irritated	tiring	–	tired
disturbing	–	disturbed	moving	–	moved	touching	–	touched

STATIVE VERBS

amaze	belong	dislike	feel*	include*	matter	please	resemble	surprise
appear*	care	doubt	forget	know	mean	possess	see*	taste*
appreciate	consist of	envy	hate	like	mind	prefer	seem	think*
astonish	contain	equal	have*	look like	need	realize	smell*	understand
be*	cost	exist	hear	look*	owe	recognize	sound	want*
believe	desire	fear	imagine	love	own	remember*	suppose	weigh*

These verbs also have action meanings. Example:** ***I see a tree. **(non-action)** ***I'm seeing her tomorrow.*** **(action)**

TRANSITIVE PHRASAL VERBS

Some transitive phrasal verbs have more than one meaning. Not all are included here.

Abbreviations

s.o.	=	someone
sth.	=	something
e.g.	=	for example
inf.	=	informal

SEPARABLE

blow sth. **out** stop a flame by blowing on it
blow sth. **up** **1** make sth. explode **2** fill sth. with air, e.g., a balloon **3** make sth. larger, e.g., a photo
bring sth. **about** make sth. happen
bring sth. **back** **1** return sth. to a store **2** revive or renew sth., e.g., a custom or tradition
bring sth. **out** **1** introduce a new product **2** make a quality more noticeable
bring s.o. **up** raise a child
bring sth. **up** start to talk about an issue
burn sth. **down** burn a structure completely
call s.o. **back** return a phone call
call sth. **off** cancel sth.
call s.o. **up** call s.o. on the phone
carry sth. **out** conduct a plan
check s.o./sth. **out** look at s.o. or sth. more closely
cheer s.o. **up** make s.o. feel happier
clean s.o./sth. **up** clean s.o. or sth. completely
clear sth. **up** clarify sth.
close sth. **down** force a business or institution to close
cover sth. **up** **1** cover sth. completely **2** change facts to avoid responsibility
cross sth. **out** draw a line through sth.
cut sth. **down** make sth. fall by cutting, e.g., a tree
cut sth. **off** **1** remove sth. by cutting **2** stop the supply of sth.
cut s.o. **off** interrupt s.o who is speaking
dream sth. **up** invent or think of a new idea
drink sth. **up** drink a beverage completely
drop s.o./sth. **off** leave s.o. or sth. somewhere
empty sth. **out** empty sth. completely
figure s.o./sth. **out** understand s.o. or sth. after some thought
fill s.o. **in** tell s.o. about recent events
fill sth. **out** complete a form
fill sth. **up** fill a container completely
find sth. **out** learn new information
follow sth. **through** do everything to complete a task
get sth. **across** help s.o. understand an idea
give sth. **away** give sth. you do not need or want
give sth. **back** return sth. to its owner
give sth. **out** distribute sth.
give sth. **up** quit doing sth.
hand sth. **in** submit work, e.g., to a boss or a teacher
hand sth. **out** distribute sth.
hang sth. **up** put sth. on a hanger or hook, e.g., clothes
help s.o. **out** assist s.o.
keep s.o./sth. **away** cause s.o. or sth. to stay at a distance
lay s.o. **off** fire s.o. because of economic conditions
leave sth. **on** **1** not turn sth. off, e.g., an appliance **2** not remove sth. such as clothing or jewelry
leave sth. **out** omit sth.
let s.o. **down** disappoint s.o.
let s.o./sth. **in** allow s.o. or sth. to enter
let s.o. **off** allow s.o. to leave a bus, car, taxi, etc.
let s.o./sth. **out** allow s.o. or sth. to leave
light sth. **up** illuminate sth.
look s.o./sth. **over** examine s.o. or sth.
look s.o./sth. **up** **1** try to find s.o. **2** try to find sth. in a book, the Internet, etc.
make sth. **up** create a fictional story
pass sth. **out** distribute sth.
pass sth. **up** decide not to take an opportunity
pay s.o. **off** bribe s.o.
pay sth. **off** pay back money one owes
pick s.o./sth. **out** identify or choose s.o. or sth.
pick s.o. **up** stop a vehicle so s.o. can get in
pick s.o./sth. **up** lift s.o. or sth.
pick sth. **up** **1** get or buy sth. from somewhere **2** learn sth. new **3** get an infectious disease
point s.o./sth. **out** show s.o or sth. to another person
put sth. **away** put sth. in its appropriate place
put sth. **back** return sth. to its original place
put s.o./sth. **down** **1** stop holding or lifting s.o. or sth. **2** insult s.o.
put sth. **off** delay or postpone sth.
put sth. **on** get dressed or place sth. on one's body
put sth. **together** **1** put sth. on a wall **2** build sth.
put sth. **up** build or erect sth.
set sth. **off** cause sth. to explode
set sth. **up** **1** establish a new business, organization, etc. **2** prepare equipment for use
show s.o./sth. **off** display the best qualities of s.o. or sth.
shut sth. **off** stop a machine or supply
straighten sth. **up** make sth. neat
switch sth. **on** start a machine, turn on a light, etc.
take sth. **away** remove sth.
take sth. **back** **1** return sth. to a store **2** accept sth. returned by another person
take sth. **down** remove sth. that is hanging
take sth. **in** **1** notice and remember sth. **2** make a clothing item smaller
take sth. **off** remove clothing, jewelry, etc.
take s.o. **on** hire s.o.
take sth. **on** agree to do a task
take s.o. **out** invite s.o. somewhere and pay for his/her meal, show, etc.
take sth. **up** start doing an activity habitually
talk sth. **over** discuss sth.
tear sth. **down** destroy sth.
tear sth. **up** tear sth. into small pieces
think sth. **over** consider sth.

think sth. **up** invent or think of a new idea
throw sth. **away** put sth. in the garbage
throw sth. **out** put sth. in the garbage
touch sth. **up** improve sth. with very small changes
try sth. **on** try clothing to see if it fits
try sth. **out** use sth. to see if one likes it or if it works
turn sth. **around** **1** turn so the front is at the back **2** cause things to get better
turn s.o./sth. **down** reject s.o. or sth.
turn sth. **down** lower the volume, heat, etc.
turn sth. **in** submit a paper, application, etc.
turn sth. **off** stop a machine, light, etc.
turn s.o. **off** cause s.o. to lose interest (inf.)
turn sth. **on** start a machine, light, etc.
turn sth. **out** make or manufacture sth.
turn sth. **over** turn sth. so the bottom is at the top
turn sth. **up** raise the volume, heat, etc.
use sth. **up** use sth. completely
wake s.o. **up** cause s.o. to stop sleeping
wipe sth. **out** remove or destroy sth.
work sth. **out** **1** resolve a problem **2** calculate a math problem
write sth. **down** write sth. to have a record of it

ALWAYS SEPARATED

ask s.o. **over** invite s.o. to one's home
bring s.o./sth. **down** remove a ruler or government from power
do sth. **over** do sth. again
keep sth. **on** not remove sth. such as clothing or jewelry
see sth. **through** complete a task
start sth. **over** begin sth. again
talk s.o. **into** sth. persuade s.o. to do sth.

INSEPARABLE

cater to s.o. provide what s.o. wants or needs
carry on sth. continue sth. another person has started
come across s.o./sth. find s.o. or sth. unexpectedly
count on s.o./sth. depend on s.o. or sth.
do without s.o./sth. live without s.o. or sth. one needs or wants
go after s.o./sth. pursue s.o. or sth.
go over sth. examine sth. carefully
go without sth. live without sth. one needs or wants
run into s.o. meet s.o. unexpectedly
run into sth. accidentally hit or crash into sth.
stick with s.o. stay close to s.o.
stick with sth. continue doing sth. as before

INTRANSITIVE PHRASAL VERBS

Some intransitive phrasal verbs have more than one meaning. Not all are included here.

blow up **1** explode **2** suddenly become very angry
break down stop functioning
break out start suddenly, e.g., a war, disease, or fire
burn down burn completely
call back return a phone call
carry on **1** continue doing sth. **2** behave in a silly or emotional way
catch on become popular
check in report one's arrival at an airport or hotel
check out pay one's bill and leave a hotel
cheer up become happier
clear up become better, e.g., a rash or the weather
close down stop operating, e.g., a factory or a school
come along accompany s.o.
come back return
come in enter
come off become unattached
come out **1** appear, e.g., the sun **2** be removed, e.g., a stain
dress up wear more formal clothes or a costume
drop in visit unexpectedly
drop out quit a class, school, or program
eat out eat in a restaurant
empty out empty completely
fall off become unattached
fill out become bigger
fill up become completely full
find out learn new information
follow through continue working on sth. until it is completed
fool around have fun or not be serious
get ahead make progress or succeed
get along to not argue
get back return from a place
get together meet somewhere with a friend or acquaintance
get up get out of bed
give up quit
go along **1** accompany s.o. **2** agree
go back return
go off explode; make a sudden noise
go on continue to talk about or describe sth.
go out **1** leave a building **2** leave one's home to meet people, enjoy entertainment, etc.
go up be built
grow up become an adult
help out do sth. helpful
hang up end a phone call
hold on wait during a phone call
keep away stay at a distance
keep on continue
keep up go or think as fast as another person
lie down rest on a bed
light up **1** begin to shine brightly **2** look pleased or happy
make up end an argument and reestablish a friendly relationship
pass out become unconscious
pay off be worthwhile
pick up improve, e.g., the economy
play around have fun or not be serious
run out no longer in supply
show up appear
sign up register
sit down sit
slip up make a mistake
stand up rise to one's feet
start over begin again
stay up not go to bed
straighten up make neat
take off depart by plane
turn in go to bed (inf.)
turn out have a particular result
turn up appear
wake up stop sleeping
watch out be careful
work out **1** exercise **2** be resolved; end successfully

THREE-WORD PHRASAL VERBS

Some three-word phrasal verbs have more than one meaning. Not all are included here.

catch up on sth. **1** do sth. one didn't have time to do earlier **2** get the most recent information
catch up with s.o. exchange information about recent activities
check up on s.o. make sure s.o. is OK
come away with sth. learn sth. useful from s.o. or sth.
come down to sth. be the most important point or idea
come down with sth. get an illness
come up against s.o./sth. be faced with a difficult person or situation
come up with sth. think of an idea, plan, or solution
face up to sth. accept an unpleasant truth
fall back on sth. use an old idea because new ideas have failed
follow through on sth. continue doing sth. until it is completed
get around to sth. finally do sth.
get away with sth. avoid the consequences of a wrong act
get back at s.o. harm s.o. because he / she harmed you
give up on s.o. stop hoping that s.o. will change
give up on sth. stop trying to make sth. happen
go along with sth. agree to do sth.
go through with sth. do sth. difficult or painful
grow out of sth. stop doing sth. as one becomes an adult
keep up with s.o. stay in regular contact
look down on s.o. think one is better than another person
look out for s.o. protect s.o.
look up to s.o. admire or respect s.o.
make up for sth. do sth. to apologize
put up with s.o./sth. accept s.o. or sth. without complaining
run out of sth. no longer have enough of sth.
stand up for sth. support an idea or a principle
stand up to s.o. refuse to let s.o. treat anyone badly
team up with s.o. do a task together
think back on s.o./sth. think about and remember s.o. or sth.
walk out on s.o. end a relationship with a wife, boyfriend, etc.
watch out for s.o./sth. protect s.o. or sth.

VERB FORMS: OVERVIEW

SUMMARY OF VERB FORMS

	Present time	Past time	Future time
Simple	**Simple present** walk / walks	**Simple past** walked	**Simple future** will walk
Continuous	**Present continuous** am walking / is walking / are walking	**Past continuous** was walking / were walking	**Future continuous** will be walking
Perfect	**Present perfect** have walked / has walked	**Past perfect** had walked	**Future perfect** will have walked
Perfect continuous	**Present perfect continuous** have been walking / has been walking	**Past perfect continuous** had been walking	**Future perfect continuous** will have been walking

SIMPLE VERB FORMS: USAGE

	Present time	Past time	Future time
Simple verb forms describe habitual actions or events that occur at a definite time.	**Simple present**[1] **Habitual action** *The department **meets** once a month to review the status of projects.* **Facts and generalizations** *The Earth **rotates** around the sun every 365 days.*	**Simple past** **Completed action that occurred at a definite time in the past** *Last year researchers **discovered** a new cancer treatment.* **Habitual action in the past**[2] *When I was young we **visited** my grandparents every week.*	**Simple future**[3] **Action that will occur at a definite time in the future** *Next year they **will offer** a course on global trade.* **Habitual action in the future** *Next month I'**ll go** to the gym three times a week.*

[1] The simple present tense can also express a future action: *Her flight arrives this evening at eight.*
[2] Used to and would also express habitual actions in the past: *When I was a child, we used to spend the summer in the mountains. In the mornings we would go hiking and in the afternoons we would swim in a nearby lake.*
[3] Be going to can also express a future action: *Next year they are going to offer a course on global trade.*

CONTINUOUS VERB FORMS: USAGE

	Present time	Past time	Future time
Continuous verb forms describe continuous actions or events that occur at a definite time.	**Present continuous*** **Action in progress now** *The business managers **are discussing** next year's budget right now.*	**Past continuous** **Action in progress at a definite time in the past** *None of the computers **were working** when I came in this morning.*	**Future continuous** **Action that will be in progress during a definite time in the future** *We**'ll be listening** to the speech when you arrive.*

*The present continuous can also express a future plan: *They're getting married next month.*

PERFECT VERB FORMS: USAGE

	Present time	Past time	Future time
Perfect verb forms describe actions or events in relation to other time frames.	**Present perfect*** **Completed action that occurred at an indefinite time before the present** *She **has made** many contributions to the field.* **Recently completed action** *He **has** just **published** an article about his findings.* **Uncompleted action (action that began in the past, continues into the present, and may continue into the future)** *They **have studied** ancient cultures for many years.*	**Past perfect** **Action that occurred at some point before a definite time in the past** *By 2021, he **had started** a new business.* **Action that occurred before another past action** *They **had** already **finished** medical school when the war broke out.*	**Future perfect** **Action that will be completed by some point at a definite time in the future** *By this time next year, I **will have completed** my research.*

*Many statements in the present perfect can also be stated correctly in the simple past tense, depending on the speaker's perspective: *She made many contributions to the field.*

PERFECT CONTINUOUS VERB FORMS: USAGE

	Present time	Past time	Future time
Perfect continuous verb forms describe continuous actions or events in relation to other time frames.	**Present perfect continuous** **Uncompleted continuous action (action that began in the past, continues into the present, and may continue into the future)** *She **has been lecturing** about that topic since 2020.* **Very recently completed action** *The workers **have been protesting**. They're finished now.*	**Past perfect continuous** **Continuous action that occurred before another past action or time** *By 2020, researchers **had been seeking** a cure for this disease for more than 35 years.*	**Future perfect continuous** **Continuous action that occurred before another action or time in the future** *When the new director takes over, I **will have been working** at this company for ten years.*

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 also includes Grammar for Writing sections, which help students learn conventions of written English related to the unit's grammar. The optional *Connectivity* Workbook includes exercises aligned to the Grammar Expander. (Note: The Grammar Expander content is not tested on any *Connectivity* tests.)

UNIT 1

Describing past actions and events: review

The past of be and the simple past tense

Use for completed actions and states that occurred at a specific time in the past.

He **was** here at 10:00 and **left** this message.

The past continuous

Use for one or more recurring actions or actions in progress at a specific time in the past.

Steven **was** always **talking** in class.

The baby **was sleeping** and the older children **were eating** dinner when we arrived.

The present perfect

Use for actions completed at an unspecified time in the past.

She **has** already **informed** her manager about the problem.

New York **has been called** the capital of the world.

The past perfect

Use for an action that occurred before another past action.

They **had** already **made** a decision when we called.

The past perfect continuous

Use for a continuing action that was occurring before another past action.

We **had been working** for two hours when the storm began.

Used to / would

Use used to for past situations and habits that no longer exist. Use would or used to for actions that were repeated regularly in the past.

When she was younger, she never **used to be** afraid of anything.

In those days, we **would** (or **used to**) **take** a long walk every evening.

The future as seen from the past

Use was / were going to + the base form of a verb to express future plans someone had in the past.

He **was going to start** his own business, but he couldn't get a loan.

Would + the base form of the verb can also express the future as seen from the past, but only after statements of knowledge or belief.

We always thought that she **would become** an actor, but she decided to study law.

A Correct the errors with past forms.

1 Florence has been walking for several hours before she realized that her wallet was missing.
2 As a child, he was practicing the piano for hours every day. Then he stopped taking lessons.
3 "I have seen that movie last year, and I thought it was great," Frank exclaimed.
4 Before this morning, I never took a yoga class.
5 He was working on the problem all morning when he finally found the solution.
6 My husband believed he will never get married, but then he met me.

See page T118 for answers.

Stative verbs: non-action and action meanings

Stative (non-action) verbs express mental states, emotions, perceptions, descriptions, relationships, possession, measurements, and other conditions, rather than actions. They are not usually used in continuous verb forms, even when they describe a situation in progress.

Many people **believe** the environment should be our top priority. NOT Many people ~~are believing~~ the environment should be our top priority.

She **has** always **known** that job satisfaction was important. NOT She ~~has always been knowing~~ that job satisfaction was important.

Some stative verbs have both non-action and action meanings. A stative verb that has an action meaning may be used in the continuous.

Non-action meaning	Action meaning
That**'s** ridiculous! (description)	You**'re being** ridiculous! (act in a ridiculous way)
She **has** two children. (possession)	She**'s having** another baby soon. (act of giving birth)
We **think** these laws are unfair. (mental state: opinion)	We**'re thinking** of organizing a protest. (act of planning)
How does the soup **taste**? (perception)	I**'m tasting** the soup to see if it needs salt. (act of tasting)
This garden **looks** neglected. (description)	The child **is looking** at the flowers. (act of looking)

Note: To express a sense of immediacy, the use of the continuous with certain stative verbs (especially want, need, and like) is becoming more common in informal spoken English.

I**'m** really **wanting** a cup of good coffee. Let's go into that coffee bar.

For a complete list of stative verbs, see the Reference Charts, page 114.

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

Describing past actions and events: review

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to read the seven headings and rules in the review.
- Direct Ss' attention to the ***Used to / would*** section. Explain that it is common in writing to use *used to* at the beginning of a paragraph and then continue with *would* in the following sentences to provide further details. Read the first example sentence. Ask volunteers to elaborate on this idea with additional details. (For example: She would pick up insects and mice. She would tell ghost stories at sleepovers.)
- Ask Ss to look at the section **The future as seen from the past**. Read the first rule and example. Elicit additional sentences describing things Ss were planning to do but didn't for some reason. (For example: I was going to take a translating course, but it wasn't offered in the spring.)
- Then read the second rule and example. Ask Ss which verb in the sentence expresses knowledge or belief. (thought) Point out that these kinds of statements also use verbs such as *understood, believed*, and *claimed*. Elicit sentences expressing the future as seen from the past using these verbs. (For example: She claimed that she would learn how to drive, but she never did.)

CHALLENGE (+10 minutes) Have Ss write a paragraph describing three activities they used to do regularly. Suggest they use *used to* to introduce the main ideas and *would* to give more details.

A Correct the errors . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Go over the answers as a class. For each item, elicit the error with past forms. Ask a volunteer to explain the best way to correct it, and why. For example: 1. The verb should be in the past perfect continuous because a continuing action (walking for several hours) is occurring before another past action (realized that her wallet was missing). Correct as necessary.
- Elicit why there are two possible answers for item 2. (*Practicing the piano* is a repeated action; we can use *would* or *used to* for regularly repeated actions in the past.)

Stative verbs: non-action and action meanings

Suggested time: 10 minutes | Your time:

- Write on the board: *1. I love chocolate! 2. I am loving chocolate!* Then ask, *Which sentence is preferred?* (1) *Why?* (*Love* is a stative or non-action verb and is not usually used in the continuous.)
- Read the first rule and the pairs of example sentences. Write on the board: *believe*, *know*. Ask, *What do both of these stative verbs express?* (a mental state) Then elicit additional stative verbs and what they express. (Possible answers: *amaze*: emotion or mental state; *appear*: perception; *exist*: description; *have*: relationship or possession; *belong*: possession; *weigh*: measurement)
- Read the second rule. Then ask volunteers to take turns reading the pairs of example sentences with non-action and action meanings.
- Read the **Note** at the end of the chart. Emphasize that while continuous forms of certain stative verbs are common in spoken English, they should not be used in formal writing.
- Have a volunteer read the example sentence. Point out that by using the continuous in the first statement, we understand that the person wants coffee very soon, without any delay.

CHALLENGE (+10 minutes) Refer Ss to the list of stative verbs in the Reference Charts on page 114 and ask them to choose three starred verbs. In pairs, have Ss write three pairs of sentences—one using the verb with a non-action meaning and one using the verb with an action meaning. Monitor and assist as needed.

EXTENSION (+10 minutes) Write these sentences on the board: *1. I have been seeing John for over a year now. 2. We have a problem with flooding in our basement. 3. This material feels nice and soft. 4. Could you weigh this box for me?* First, have pairs decide if the stative verb in each sentence has a non-action or action meaning. (1. action, 2. non-action, 3. non-action, 4. action) Then ask Ss to use the same verbs to write sentences that illustrate the alternate meaning. (Possible answers: 1. I saw John yesterday. 2. They're having dinner at the restaurant. 3. She was feeling lonely. 4. This box weighs a ton!) Call on Ss to share their sentences. Check for the correct use of the stative verbs.

Answers for Exercise A

1. *Florence ~~has~~ **had** been walking for several hours before she realized that her wallet was missing.*
2. *As a child, he ~~was practicing~~ **would / used to practice** the piano for hours every day. Then he stopped taking lessons.*
3. *"I ~~have seen~~ **saw** that movie last year, and I thought it was great," Frank exclaimed.*
4. *Before this morning, I ~~never took~~ **had never taken** a yoga class.*
5. *He ~~was~~ **had been** working on the problem all morning when he finally found the solution.*
6. *My husband believed he ~~will~~ **would** never get married, but then he met me.*

B Decide if each stative verb . . .

Suggested time: 5 minutes | Your time:

- Have Ss check the correct boxes and complete the sentences individually. Then have them compare their answers in pairs.
- If Ss are unsure which stative verbs have an action meaning, refer them to the list in the Reference Charts on page 114.
- Elicit if each stative verb has an action or non-action meaning. Then ask, *Which non-action verbs express a mental state?* (1. doubts, 5. doesn't remember) *Which express possession?* (2. have; 6. includes)
- Call on Ss to read the completed sentences aloud. Ask them to explain the verb tense in each. (The action verbs are in the continuous; the non-action verbs are in the simple present.)

CHALLENGE (+10 minutes) Ask Ss to use the stative verbs to write sentences with the alternate action or non-action meaning and then share their sentences in pairs. (Possible answers: 2. They're not having lunch at home today. 3. Philip thinks the rule will be hard to enforce. 5. The bookstore has two copies of the book you ordered. 6. I was remembering the old songs I used to sing as a child. 7. I included my cell phone number on the application. 8. Ellen saw immediately how the movie would end.)

UNIT 2

Adjective clauses: overview

Suggested time: 15 minutes | Your time:

- Have Ss close their books. Ask, *What are some reasons why we use adjective clauses?* Elicit responses from the class.
- Ask Ss to open their books. Give them a minute to individually review the information in the first column of the chart about the purposes of adjective clauses.
- Read each purpose and have volunteers read the example sentences. Elicit additional example sentences for each section.
- Elicit or explain why some of the relative pronouns can be omitted. (They can be omitted when they are objects of a restrictive adjective clause.)
- Remind Ss that adjective clauses can be divided into restrictive and non-restrictive clauses. (Note that restrictive and non-restrictive clauses are taught in the Writing Handbook on page 145.) Ask, *What does a restrictive clause do?* (It gives information that is needed to identify the noun or pronoun it modifies.) *What does a non-restrictive clause do?* (It gives additional information that is not necessary to identify the noun or pronoun it modifies.) *Which relative pronoun cannot be used with a non-restrictive clause?* (that) *Which clause can be omitted from a sentence without affecting its meaning?* (a non-restrictive clause)
- Have Ss skim the examples in the chart. Elicit which sentence has a non-restrictive clause. (Paris, whose museums hold so many treasures, . . .)
- Remind Ss that a non-restrictive clause requires a comma before and after (or a comma before and a period after when the clause comes at the end of the sentence). Provide an example of each. Write on the board: *1. Tom, who has worked for our company for eight years, lied to his boss. 2. Tom lied to his boss, which was a serious mistake.*

CHALLENGE (+15 minutes) Have pairs write five sentences with adjective clauses, one for each category in the chart. Tell Ss to include both restrictive and non-restrictive clauses. Monitor as Ss work and assist as necessary. Have pairs form groups of four. Ask them to exchange sentences and identify the restrictive and non-restrictive clauses in each.

A Underline the best word . . .

Suggested time: 5 minutes | Your time:

- Ask Ss to preview the items and identify whether the noun before the answer choices is a person, thing, place, or time. (1. person, 2. place, 3. person, 4. person, 5. time, 6. person, 7. thing)
- To review, ask: *Which words introduce an adjective clause about people?* (who, whom, that, whose) *A place?* (which, that, where, in which) *Things?* (which, that) *A time?* (when, that, in which)
- Have Ss complete the exercise individually.
- To go over answers, call on Ss to read the completed sentences for the class. For each, ask, *What is the purpose of the adjective clause in this sentence?* (1. to identify people; 2. to identify a place; 3. to show possession; 4. to give additional information about a person; 5. to identify a period in time; 6. to identify a person; 7. to give additional information about a thing)

B **Decide if each stative verb in parentheses has an action or a non-action meaning. Then complete each sentence with the simple present tense or the present continuous.**

	action	non-action	
1	☐	☑	Sara ..... *doubts* ..... (doubt) that she'll get a promotion at her job.
2	☐	☑	Our skills are excellent, and we ..... *have* ..... (have) experience in the field.
3	☑	☐	Philip ..... *is thinking* ..... (think) about moving abroad to teach for a year so he has quit his job at the university.
4	☑	☐	We ..... *are having* ..... (have) dinner at 6:00 today so we can go to the lecture on climate change.
5	☐	☑	Michael ..... *doesn't remember* ..... (not remember) where the meeting will take place.
6	☐	☑	The book ..... *includes* ..... (include) some diagrams to support the hypothesis.
7	☑	☐	The doctor ..... *is seeing* ..... (see) another patient now.

UNIT 2

Adjective clauses: overview

Purpose	Examples
To identify or give additional information about a person • relative pronoun can be subject or object of clause	The physicist { **who** / **that** } **made that discovery** teaches at my university. The psychologist { (**whom**)* / (**that**)* / (**who / whom**)* } **he interviewed** did a study about lying.
To identify or give additional information about a place or thing • relative pronoun can be subject or object of clause	The building { **that** / **which** } **is on your left** was formerly a bank. The article { (**that**)* / (**which**)* } **I read yesterday** is fascinating.
To show possession	The woman **whose house you admired** is a famous author. Paris, **whose museums hold so many treasures**, is a favorite destination for tourists.
To modify a noun of place	The town { **where they live** / **in which they live** / **that they live in** / **which they live in** } has many beautiful parks and squares.
To modify a noun of time	I can't remember the year { (**when**)* / (**that**)* / (**in which**)* } **we visited them for the first time.**

***Note:** When a relative pronoun is the object of an adjective clause, it may be omitted. The ones with asterisks in parentheses may be omitted because they are objects.

A **Underline the best word or words to complete each sentence.**

1 Parents (who / which) spend time with their children give them a sense of security.
2 The city (that / in which) my father grew up was destroyed during the war.
3 The Miller family, (whose / who) house is for sale, hopes to find a buyer soon.
4 The star of the film, (whom / which) we had hoped to meet, didn't come to the reception.
5 I will never forget the time (when / who) I told the truth and was punished for it.
6 The woman (who / which) used to teach English at my school is now the director there.
7 The *Sun Times*, (whose / which) is the best newspaper in town, recently published an article about the social uses of lying.

GRAMMAR FOR WRITING: adjective clauses with quantifiers

Some adjective clauses may include a quantifier that refers to a previously mentioned noun or noun phrase. These clauses are constructed as follows: quantifier + of + relative pronoun (whom, which, or whose).

He consulted three doctors, **all of whom** confirmed the original diagnosis.
I can think of several possible explanations, **none of which** justifies their behavior.
The reporters questioned the president, **one of whose** strengths is his ability to remain calm under pressure.

Adjective clauses that include quantifiers appear more often in written than spoken English.

Some expressions of quantity used with of

a few of	half of	none of
all of	little of	one of
a number of	many of	several of
both of	most of	some of
each of	neither of	

B **Complete each sentence with a quantifier from the box and the correct relative pronoun. Use each quantifier only once.**

all of | each of | neither of | one of | both of

1 I've bought several of the company's products, only *one of which* works.
2 He's upset with all three of his children, *each of whom* makes up a different excuse to avoid sharing chores at home.
3 The teacher sent six of her students to speak with the director, *all of whom* were caught cheating on the test.
4 The two articles, *both of which* deal with the issue of honesty in the workplace, should be required reading for everyone in the company.
5 My parents, *neither of whom* has ever told a lie, are the most honest people I know.

GRAMMAR FOR WRITING: reduced adjective clauses

Adjective clauses can be reduced to adjective phrases.

clause: Hawaii, **which is known for its beautiful topography and climate**, lies in the middle of the Pacific Ocean.
phrase: Hawaii, **known for its beautiful topography and climate**, lies in the middle of the Pacific Ocean.

There are two ways to reduce an adjective clause to an adjective phrase:

1 **When the adjective clause contains a form of the verb be, drop the relative pronoun and the verb be.**
Herodotus, **who was the first Greek historian**, wrote about the wars between ancient Greece and Persia. →
Herodotus, **the first Greek historian**, wrote about the wars between ancient Greece and Persia.

2 **When the adjective clause does not contain a form of the verb be, drop the relative pronoun and use the present participle of the verb.**
The human skeleton, **which contains** 206 separate bones, is a strong and flexible structure. →
The human skeleton, **containing** 206 separate bones, is a strong and flexible structure.

Those **who tamper** with the smoke detector will be prosecuted. →
Those **tampering** with the smoke detector will be prosecuted.

Remember
A clause is a group of words that has both a subject and a verb.
A phrase is a group of words that doesn't have both a subject and a verb.

Adjective phrases often begin with an article or one, a type of, or a kind of.

My grandmother, **a very practical and hardworking woman**, made clothes for the entire family.
The largest city in Turkey, Istanbul is at the point where Europe joins Asia.
They're looking for a quiet place to live, preferably **one in the suburbs**.
Chanterelles, **a type of edible mushroom with a rich yellow color**, are very expensive.
The llama and alpaca are camelids, **a kind of mammal native to South America**.

The use of commas in reduced adjective clauses follows the same rules as those for non-restrictive clauses. See page 16 for the use of commas in comment clauses.

1. Daniel Craig and Rachel Weisz, two of the U.K.'s best-known movie actors, do charity work to aid underprivileged teens.

C **Reduce the adjective clause in each sentence to an adjective phrase.**

1 Daniel Craig and Rachel Weisz, who are two of the U.K.'s best-known movie actors, do charity work to aid underprivileged teens.
2. Philanthropy, the act of giving time and money to help others, can be very time-consuming.
2 Philanthropy, which is the act of giving time and money to help others, can be very time-consuming.
3 Executives who fail to accept responsibility for their mistakes risk losing the trust of their employees.
4 The United Nations, which hosts a number of humanitarian organizations, invited Angelina Jolie to be a goodwill ambassador to countries in need of assistance.
5 Truthfulness, which is believed to be taught to us by our parents, develops in children from a very young age.
3. Executives failing to accept responsibility for their mistakes risk losing the trust of their employees.
4. The United Nations, hosting a number of humanitarian organizations, invited Angelina Jolie to be a goodwill ambassador to countries in need of assistance.
5. Truthfulness, believed to be taught to us by our parents, develops in children from a very young age.

GRAMMAR FOR WRITING: adjective clauses with quantifiers

Suggested time: 5 minutes | Your time:

- Read the rule. Have volunteers read the examples aloud for the class. Ask,
  In the first example sentence, what does all of whom *refer to?* (three doctors)
  In the second example, what does none of which *refer to?* (several possible explanations)
  In the third example, what does one of whose *refer to?* (the president)
- Ask, *Are the adjective clauses in these sentences restrictive or non-restrictive?* (non-restrictive) Point out that quantifiers can be used only with non-restrictive clauses.
- Have Ss skim **Some expressions of quantity used with *of***. Explain that *both of* and *neither of* are used when talking about two people or things.
- Elicit additional example sentences using quantifiers with *of.* (For example: I spoke to both managers, neither of whom was willing to take responsibility for the mistake.)
- Read the last rule about adjective clauses with quantifiers. Add that Ss might also hear quantifiers used in formal spoken contexts, like business meetings or academic conferences.

B Complete each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Ask them to identify if the noun or phrase the adjective clause refers to is a person or a thing. (1. thing: *products*; 2. person: *children*; 3. person: *students*; 4. thing: *articles*; 5. person: *parents*)
- Write this construction on the board:
  quantifier + of + whom / which / whose.
  As a reminder ask, *Which relative pronouns refer to people?* (whom, whose) *Which refer to things?* (which, whose)
- Have Ss complete the exercise individually and then compare their answers in pairs. Remind Ss that the verb in the sentence needs to agree with the quantifier.
- To go over the answers, call on Ss to read the completed sentences aloud.

GRAMMAR FOR WRITING: reduced adjective clauses

Suggested time: 10 minutes | Your time:

- Read the definitions of *clause* and *phrase* in the **Remember** note. Then read the first rule and have volunteers read the example sentences. Ask, *What are the subject and verb of the clause in the first sentence?* (which, is [known]) *What are the subject and verb of the phrase in the second sentence?* (This phrase has no subject, and *known* is a past participle functioning as an adjective.)
- Point out that when an adjective clause or phrase appears in the middle of the sentence, it must follow the noun or pronoun it gives additional information about—in this case, *Hawaii.*
- Read the heading of the second rule and the first way to reduce an adjective clause to an adjective phrase. Have a volunteer read the pair of example sentences. Elicit what changed in the second sentence. (The relative pronoun *who* and the verb *was* were dropped from the clause.) Tell Ss that a reduced adjective phrase can also start a sentence, but only if it's non-restrictive. For example: *The first Greek historian, Herodotus wrote about the wars between ancient Greece and Persia.*
- Do an additional example with the class. Write on the board: *Rome, which is the capital of Italy, is one of the world's oldest cities.* Elicit the adjective clause. (which is the capital of Italy) Ask a volunteer to restate the sentence, changing the clause to a phrase. (Rome, the capital of Italy, is one of the world's oldest cities. / The capital of Italy, Rome is one of the world's oldest cities.)
- Read the second way to reduce an adjective clause to an adjective phrase. Elicit the form of a present participle. (the base form of a verb + *-ing*) Have two volunteers read the pairs of example sentences. Elicit what changed in the second sentences. (The relative pronouns *which* and *who* and the verbs *contains* and *tamper* were replaced by the present participles *containing* and *tampering*.)
- Point out that these adjective phrases can also be placed at the beginning or end of a sentence if they are non-restrictive. Say the alternative sentences for the first example: *Containing 206 separate bones, the human skeleton is a strong and flexible structure. The human skeleton is a strong and flexible structure, containing 206 separate bones.*
- Read the last rule and the information in the note on the right. Have different volunteers read the example sentences aloud. Note the placement of the adjective phrase in each.

CHALLENGE (+5 minutes) In pairs, have Ss restate the last five example sentences, changing the adjective phrases in the examples to adjective clauses. (Answers: My grandmother, who is a very practical and hardworking woman, . . .; Istanbul, which is the largest city in Turkey, . . .; . . . a quiet place to live, preferably one that is located in the suburbs; Chanterelles, which are a type of edible mushroom with a rich yellow color, . . .; The llama and alpaca are camelids, which are a kind of mammal native to South America.)

C Reduce the adjective clause . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, call on Ss to read the sentences with adjective phrases.

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Read the pair of sentences in item 1. Ask a volunteer to read the sample answer. Elicit what changed in the answer. (The subject and verb were dropped, and the adjective phrase was moved to the middle of the sentence.) Point out the use of commas before and after the phrase.
- Elicit the noun phrase that each adjective phrase will modify in the rest of the items. (2. a white lie; 3. My mother; 4. My brother; 5. last night's concert)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, call on Ss to read the new sentences aloud.

EXTENSION (+5 minutes) In pairs, have Ss combine the sentences using the second one as an adjective clause, rather than a phrase. To go over answers, call on Ss to say the complete sentence with the clause. (1. who is a Lebanese . . .; 2. which is the type of lie . . .; 3. who is the only person . . .; 4. who is a man . . .; 5. which was the biggest . . .)

UNIT 3

Count and non-count nouns: review and expansion

Suggested time: 15 minutes | Your time:

- Write on the board: *water*, *chocolate*, *advice*. Ask, *Are these count or non-count nouns?* (non-count) Explain that non-count nouns can be made countable by placing certain words before them.
- Under **Non-count nouns made countable**, read the first rule and the correct and incorrect example sentences.
- Invite volunteers to make sentences with the words on the board using quantifiers. (Possible answers: I drank a little water. Can I have some chocolate? I got a lot of advice from Gerald.)
- Read the second rule. Have volunteers read the examples aloud. Write on the board: *fruit*, *bread*, *thunder*. For comparison, invite volunteers to make sentences with those words as non-count nouns. (Possible answers: Fruit is good for you. I don't eat bread. I'm scared of thunder.)
- Read the rule under **Phrases that make non-count nouns countable**. Give Ss a minute to skim the first set of phrases and nouns (from *an article of* to *a type of*). Ask them to write two pairs of sentences, where one sentence uses a phrase + non-count noun, and the other uses just the non-count noun. (For example: I would like to order a cup of coffee. If I drink coffee after dinner, I can't sleep.) Have Ss share their sentences in pairs or small groups.
- Then have Ss skim the second set of phrases and nouns (from *a piece of* to *a state of*). Elicit an example sentence for each phrase and write them on the board. (Possible answers: He gave his son a piece of advice about paying his bills on time. I think it's important to have a sense of humor, don't you? His offer was an act of kindness. The country is in a state of confusion.)
- Then elicit sentences using the same noun in an uncountable sense. Write them on the board to compare. (Possible answers: It's easy to give advice and hard to follow it. Humor has health benefits. The whole town talks about his kindness. The doctor said I might experience confusion after taking the medication.)
- Read the rule under **Nouns that are used in both a countable and an uncountable sense**. Have Ss silently read the nouns used in both senses. Elicit an example sentence for each sense of these nouns and write them on the board. Answer any other questions Ss have.

EXTENSION (+15–20 minutes) Tell Ss to keep their books closed. Divide the class into two teams. Alternate giving teams a non-count noun from one of the lists. Have Ss use the noun with a phrase to make it countable. (For example: sugar–a box of sugar) Use a selection of 15–25 nouns, depending on available time. Give one point for each correct phrase + noun. The team with the most points wins.

A On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Read the sentence. Refer Ss to the grammar chart to find the phrase that makes the underlined noun countable. Have a volunteer say the new statement.
- Have Ss complete the exercise individually. To go over answers, call on Ss to read the answers aloud.

D **On a separate sheet of paper, combine each pair of sentences. Use the second sentence as an adjective phrase.**

1 Amal Hijazi is also known for her humanitarian work. (Hijazi is a Lebanese pop singer currently living in Beirut.)

Amal Hijazi, a Lebanese pop singer currently living in Beirut, is also known for her humanitarian work.

2 Telling a white lie can still get us into big trouble. (A white lie is the type of lie we tell to avoid hurting someone's feelings.)
3 My mother taught me a lot about how to be honest. (My mother is the only person I know who is unable to tell a lie.)
4 My brother frequently volunteers in a hospital. (My brother is a man of great compassion.)
5 A lot of money was raised at last night's concert. (Last night's concert was the biggest charity event of the year.)

2. Telling a white lie, the type of lie we tell to avoid hurting someone's feelings, can still get us into big trouble.
3. My mother, the only person I know who is unable to tell a lie, taught me a lot about how to be honest.
4. My brother, a man of great compassion, frequently volunteers in a hospital.
5. A lot of money was raised at last night's concert, the biggest charity event of the year.

UNIT 3

Count and non-count nouns: review and expansion

Non-count nouns made countable

A non-count noun is neither singular nor plural. Except in certain circumstances, it is not preceded by an article.
A non-count noun can be preceded by certain quantifiers such as much, a lot of, a little, and some.

I always like **a little** sugar in my oatmeal. NOT I like ~~a sugar~~ in my oatmeal. OR Sugar ~~are~~ good in oatmeal.

Many non-count nouns can be made countable by using a phrase to limit them or give them a form.

If you want to serve fruit for dessert, serve each person **two pieces of** fruit instead of one. One piece might not be enough.
They got scared when they heard **a clap of** thunder.

Phrases that make non-count nouns countable

The following phrases are used to make non-count nouns countable. The non-count nouns include abstract ideas, natural phenomena, foods, drinks and other liquids, and household products. Many phrases are used in more than one category. Some phrases are used for many nouns.

- **an article of** (clothing)
- **a bar of** (chocolate / soap)
- **a bottle of** (water)
- **a bowl of** (rice / soup / cereal)
- **a box of** (rice / pasta)
- **a carton of** (milk / juice)
- **a cloud of** (smoke)
- **a cup of** (sugar / rice / coffee / tea)
- **a drop of** (rain / water)
- **a game of** (tennis / soccer / chess)
- **a glass of** (juice / milk)
- **a grain of** (sand / salt / rice)
- **a liter of** (gasoline / oil)
- **a loaf of** (bread)
- **a piece of** (fruit / paper / wood / metal / advice)
- **a teaspoon of** (salt / sugar)
- **a type (or kind) of** (energy / behavior / music)

a piece of	advice equipment furniture gossip information news paper	**a sense of**	achievement community confidence control humor heroism identity	**an act of**	anger defiance generosity insanity justice kindness	**a state of**	confusion disrepair emergency mind war

Nouns that are used in both a countable and an uncountable sense

Some nouns can be used in both a countable and an uncountable sense.

a chance	=	a possibility	**a coffee**	=	a cup of coffee
chance	=	luck	**coffee**	=	a type of beverage
a light	=	a light source, such as a light bulb, lamp, etc.	**a hair**	=	a single hair
light	=	a type of energy	**hair**	=	all the hair on one's head
a metal	=	a specific substance, such as gold or steel	**a shampoo**	=	a brand of shampoo
metal	=	a type of substance	**shampoo**	=	soap for your hair

A **On a separate sheet of paper, rewrite the statements, using a phrase to make each underlined non-count noun countable.**

1 If you're going to play tennis tomorrow morning, give me a call. *1. a game of tennis*
2 When I plant my garden in April, I wait eagerly for the first rain to make sure the plants grow. *2. drops of rain*
3 If you sew or repair clothing yourself instead of taking it to someone else, you will save a lot of money in the long run.
4 They say that turning bread upside down after a slice has been cut from it will keep it fresh. *3. articles of clothing*
4. a loaf of bread
5 When I make chicken soup, I like to serve rice on the side. *5. a bowl of rice*

B **Choose the best word from the box to complete each sentence.**

act	bar	glass	piece	sense	state

1 The group's donation was a true ..... *act* ..... of generosity.
2 My sister has an amazing ..... *sense* ..... of humor.
3 The man slipped on a ..... *piece / bar* ..... of soap in the shower.
4 Our town has been in a ..... *state* ..... of emergency since the hurricane.
5 The park just installed a new ..... *piece* ..... of equipment in the playground.
6 I asked the server for a ..... *glass* ..... of orange juice.

Embedded questions: review and common errors

Remember: A question can be embedded in a noun clause. Use if or whether to begin an embedded yes / no question. If and whether have the same meaning.

Yes / no questions	Embedded yes / no questions
Does she get fed up when she's frustrated?	Let's ask **whether she gets fed up when she's frustrated**.
Do you know what I mean?	I'd like to know **if you know what I mean**.
Have you ever asked your boss for a raise?	Could you tell me **if you've ever asked your boss for a raise**?

Phrases that are often followed by embedded questions

Ask . . .	I'd like to know . . .
Tell me . . .	Don't tell them . . .
I wonder . . .	I can't remember . . .
Let's ask . . .	Do you know . . . ?
Don't say . . .	Can you tell me . . . ?
I don't know . . .	Can you remember . . . ?
Let me know . . .	Could you explain . . . ?

Use a question word to begin embedded information questions.

Information questions	Embedded information questions
What's she afraid of?	I can't remember **what she's afraid of**.
Why have you decided to stay home?	I don't understand **why you've decided to stay home**.
When was it found?	Do you know **when it was found**?

Question words and phrases

how	what color	which
how many	what day	who
how much	when	whom
what	where	why

Punctuation of embedded questions

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**.** **Would you mind telling me** who is singing**?**

Social use of embedded questions

You can use an embedded question to soften a direct question.

Why isn't this printer working? → Can you tell me **why this printer isn't working**?
Where's the bathroom? → Do you know **where the bathroom is**?

Embedded questions: common errors

Remember: Use regular statement word order, not inverted (question) word order, in embedded questions.

Do you know **why your parents won't** fly? NOT Do you know why ~~won't they~~ fly?
Can you tell me **whether this bus runs** express? NOT Can you tell me ~~does this bus run~~ express?

C **On a separate sheet of paper, combine the two parts of each item to write an embedded question, using if or whether, as indicated. Punctuate each sentence correctly.**

1 I can't remember (Is there going to be a late show?) [whether]
2 We're not sure (Was it John or Bill who found the wallet?) [whether]
3 Could you tell me (Is the movie going to start soon?) [if]
4 I wonder (Will the traffic be bad at this hour?) [if]
5 Would she like to know (Is there a possibility of getting a seat on the plane?) [if]
6 Do you know (Does this movie have a good cast?) [whether]

1. I can't remember whether there is going to be a late show.
2. We're not sure whether it was John or Bill who found the wallet.
3. Could you tell me if the movie is going to start soon?
4. I wonder if the traffic will be bad at this hour.
5. Would she like to know if there is a possibility of getting a seat on the plane?
6. Do you know whether this movie has a good cast?

D **On a separate sheet of paper, combine the two parts of each item to write an embedded question. Punctuate each sentence correctly.**

1 Please let me know (When do you expect to arrive?)
2 I wonder (Where were your parents when the earthquake occurred?)
3 Can you tell me (How do you know that?)
4 We're not sure (Where can we buy flowers to take to the hostess of the dinner party?)
5 They'd like to understand (Why don't you just call the restaurant for reservations?)
6 Please tell us (What time does the performance begin?)

1. Please let me know when you expect to arrive.
2. I wonder where your parents were when the earthquake occurred.
3. Can you tell me how you know that?
4. We're not sure where we can buy flowers to take to the hostess of the dinner party.
5. They'd like to understand why you don't just call the restaurant for reservations.
6. Please tell us what time the performance begins.

B Choose the best word . . .

Suggested time: 5 minutes | Your time:

- Ask Ss to cover the items and look at the list of words in the box. Ask, *Which non-count nouns might these words be combined with?* (Possible answers: an act of insanity; a bar of chocolate; a glass of water; a piece of candy; a sense of danger; a state of innocence)
- Then have Ss complete the exercise individually.
- To go over the answers, call on Ss to read the completed sentences aloud.

EXTENSION (+5 minutes) Have Ss write six new sentences using the phrases from the exercise with other nouns. (For example: Jan helped me move the heavy piece of furniture.)

Embedded questions: review and common errors

Suggested time: 10 minutes | Your time:

- Read the first rule, after **Remember**. Give Ss a minute to read through the example pairs of *yes / no* questions and embedded *yes / no* questions. Then ask how the word order changes in each. (It changes from question to statement order.) Have volunteers read the pairs of examples aloud.
- Tell Ss to skim the **Phrases that are often followed by embedded questions**. Then have them work in pairs to use different phrases from the list to embed the example *yes / no* questions. (For example: Don't tell them if you've ever asked your boss for a raise.)
- Point out that *yes / no* questions embed differently than information questions. Read the second rule. Give Ss a minute to read through the pairs of information questions and embedded information questions. Then ask how the word order changes in each. (The position of the verb changes.) Have volunteers read the pairs of examples aloud.
- Tell Ss to skim the **Question words and phrases** box. In the same pairs, have Ss work together to use different words and phrases from the list to embed the example information questions. (For example: Tell me what day it was found.)
- Read the rules and examples about **Punctuation of embedded questions**. Ask Ss to look back at the *Phrases that are often followed . . .* note and notice which phrases introduce statements and which ones questions. Then have Ss skim the punctuation in the example statements and questions throughout the chart.
- Read the rule for the **Social use of embedded questions**. Elicit what it means to make a sentence *softer*. (less direct, more polite) Have volunteers read the pairs of example questions. Elicit additional examples. (For example: Where is everyone? > I wonder where everyone is.)
- Finally, under **Embedded questions: common errors**, have Ss look at the **Remember** note to review the word order of embedded questions. Read the rule and ask for volunteers to read the example sentences.

C On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Ask, *Are we embedding yes / no or information questions?* (*yes / no* questions) Then have Ss study the phrases to introduce each embedded question. Ask, *Which items will be questions and which will be statements?* (3, 5, 6 = questions; 1, 2, 4 = statements)
- Do item 1 as a class. Read the direct question in parentheses. Ask a volunteer to say the embedded question with *whether* aloud.
- Have Ss complete the exercise individually.
- To go over the answers, call on Ss to write the answers on the board. Check the punctuation and correct as necessary.
- Then ask, *Could* whether *be replaced by* if *in items 1, 2, and 6?* (yes) *Could* if *be replaced by* whether *in items 3, 4, and 5?* (yes) Invite volunteers to restate the sentence with the alternate word. Remind Ss that *if* and *whether* have the same meaning.

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Ask, *Are we embedding yes / no or information questions?* (information questions) Then have Ss study the phrases to introduce each embedded question. Ask, *Which items will be questions and which will be statements?* (3 = a question; 1, 2, 4, 5, 6 = statements)
- Have Ss complete the exercise individually.
- To go over the answers, call on Ss to write the answers on the board. Check the punctuation and correct as necessary.

E On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Tell Ss to look specifically for errors in word use, word order, and punctuation.
- If appropriate, do item 1 as a class. Read the statement and elicit the error. Ask Ss why *do* is not necessary. (because the embedded question uses statement word order)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, invite volunteers to rewrite the sentences on the board.

UNIT 4

Cleft sentences: more on meaning and use

Suggested time: 7 minutes | Your time:

- Read the rule under **Cleft sentences with *What***. Ask for pairs of volunteers to read the example conversations.
- Point out how in each second sentence the original verb (would like, surprised) is repeated with a clarification. Ask a volunteer, *Would you like to go to a museum this weekend?* If necessary, write the sentence on the board. Invite the volunteer to clarify what he or she would actually like. (Possible answer: Actually, what I'd really like is to go to a concert this weekend.)
- Read the rule under **Cleft sentences with *It***. Call on two volunteers to read the first example conversation. Then have Ss read the rest of the conversations with a partner, focusing on who, what, when, where, and why. Point out that even though the third exchange clarifies *when* something happened, you use *that*.

A Clarify what B said . . .

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Ask them to identify the tense of each underlined verb phrase. (1. simple present, 2. simple past, 3. simple past, 4. simple past, 5. modal + continuous) Remind Ss to maintain the same tense when creating the cleft.
- Do item 1 as a class. Read Speaker A's question. Elicit the cleft and write it on the board:
  what I'm excited about is . . .
- Have Ss work in pairs to complete B's responses.
- Go over the answers as a class. Call on pairs to role-play the conversations.

B Write cleft sentences . . .

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Ask them to determine if the sentence clarifies who, what, when, where, or why. (1. what; 2. who; 3. when; 4. why; 5. where) Tell Ss to also identify the tense of each verb phrase. (1. simple present; 2. simple past; 3. future with *will* / future with *be going to* / simple present; 4. simple present / simple past; 5. simple present)
- Have Ss work in pairs to complete B's responses.
- Go over the answers as a class. Call on pairs to role-play the conversations.

E **On a separate sheet of paper, rewrite the sentences, correcting errors, including punctuation errors.**

1 Please tell me what do you usually say when you feel frustrated.
2 Can you remind me what day is the party?
3 Could you explain how did you make this omelet?
4 Tell me what is your favorite color?
5 I wonder what should they do.
6 Do you think is something wrong?

1. Please tell me what ~~do~~ you usually say when you feel frustrated.
*2. Can you remind me what day ~~is~~ the party **is**?*
*3. Could you explain how ~~did~~ you ~~make~~ **made** this omelet?*
*4. Tell me what ~~is~~ your favorite color **is**.*
*5. I wonder what ~~should~~ they **should** do.*
*6. Do you think ~~is~~ something **is** wrong?*

UNIT 4

Cleft sentences: more on meaning and use

Cleft sentences with What

Cleft sentences with What are often used to clarify what someone said, thought, or meant.

A: Do you think Gail would like to go somewhere for her birthday?
B: Actually, **what she'd really like is** for us to take her out to a nice restaurant.

A: Were you surprised that Rob called you after your argument?
B: Actually, **what surprised me was** that he was even willing to talk to me!

Cleft sentences with It

Cleft sentences with It are used to clarify who, what, when, where, or why.

A: Did you try calling me a few minutes ago? Your number popped up in my missed calls.
B: Actually, **it was my sister** who called you. She was using my phone. (clarifies who)

A: Our neighbor had a great party last night. But I have to say, the noise really got to me.
B: Well, **it was not getting an invitation** that really bugged me. (clarifies what)

A: Don't I see you in the computer lab on Mondays?
B: I doubt it. **It's usually on Tuesdays and Thursdays** that I go to the lab. (clarifies when)

A: Did you hear about the bus accident this morning?
B: Yeah. And **it was just down the street from me** where it happened! (clarifies where)

A: Thanks for helping me with the homework.
B: Well, **it's because you're always so nice** that I did it. (clarifies why)

A **Clarify what B said, thought, or meant. Complete a cleft sentence with what, using the underlined information.**

1 **A:** Are you excited about going on vacation next week?
B: Actually, *what I'm excited about is* getting to see my aunt and uncle again.

2 **A:** Did you think your boss was going to lose her temper?
B: On the contrary. *What I thought was* that she was going to give me a promotion.

3 **A:** It's 6:15. I thought you said you'd be here at 6:00.
B: *What I said was (that)* we should plan to meet at 6:00, but that I might be a little late.

4 **A:** What did Gary mean when he said his tablet cost an arm and a leg?
B: *What he meant was (that)* it was a lot more expensive than he thought it would be.

5 **A:** Should you be eating that cake?
B: According to my doctor, *what I should be eating is* nothing but healthy food. But I don't care!

B **Write cleft sentences with It to clarify who, what, when, where, or why. Use the prompts.**

1 **A:** Is feeding a parrot a lot of work?
B: Are you kidding? *It's cleaning the cage that's a lot of work.* (clean the cage)

2 **A:** Did Gina write that song?
B: No. *It was her sister who wrote the song.* (her sister)

3 **A:** Will the traffic be really bad at this time?
B: I don't think so. *It's at 5:00 that it's bad.* (at 5:00)

4 **A:** These cookies are so good!
B: Thanks. *It's because I added nuts that they're so good.* (because / I add / nuts)

5 **A:** Aren't we supposed to meet Jason at the coffee shop?
B: No. *It's at the bus stop where we're supposed to meet him.* (at the bus stop)

GRAMMAR FOR WRITING: more conjunctions and transitions

Purpose	Coordinating conjunctions	Subordinating conjunctions	Transitions
To add information *Marc is working as a photographer, **and** he has experience in graphic design.* *__In addition to__ working as a photographer, Marc has experience in graphic design.*	and	in addition to besides	In addition, Furthermore, Moreover, Besides, More importantly,
To clarify information *Smaller cars are more efficient; __in other words,__ they use less fuel.*			That is, In other words, In fact,
To illustrate or exemplify information *Many European cities are found along waterways. __For example,__ London, Paris, Vienna, and Budapest all lie on major rivers.*			For instance, For example, To illustrate,
To show contrast *Tim does not usually perform well under pressure, __but__ he gave a brilliant recital.* *Tim does not usually perform well under pressure. __Despite this,__ he gave a brilliant recital.*	but yet	even though although though while whereas despite the fact that	However, Nevertheless, Nonetheless, In contrast, Even so, Still, Despite [this / that], In spite of [this / that], All the same, On the other hand,
To express cause or result *They have a new baby, __so__ they rarely get a good night's sleep!* *__Now that__ they have a new baby, they rarely get a good night's sleep!*	so for	because since due to the fact that now that so that	Therefore, Consequently, Accordingly, As a consequence, As a result,
To express a condition *Pollution can be reduced __provided that__ car manufacturers mass-produce cars with greater fuel efficiency.* *Car manufacturers should mass-produce cars with greater fuel efficiency. __Otherwise,__ pollution will not be reduced.*	or (else)	(only) if provided that as long as unless even if whether (or not)	Otherwise,
To show similarity *Water is necessary for life. __Similarly,__ oxygen is required by all living things.*			Similarly, Likewise,

Remember

- A coordinating conjunction links two independent clauses in a sentence. It is preceded by a comma.
- A subordinating conjunction introduces a dependent clause in a sentence. When a dependent clause starts a sentence, the clause is followed by a comma.
- A transition links ideas between sentences or paragraphs. It usually begins a sentence and is followed by a comma. A transition can also be preceded by a semicolon.

C **On a separate sheet of paper, combine each pair of sentences two ways: once with the connecting word(s) in a and once with the connecting words in b. Use a semicolon before a transition. Change the wording as necessary to retain the meaning.**

See page T124 for possible answers.

1 John is a bit of a perfectionist. His sisters are pretty easygoing. (**a** while **b** in contrast)
2 Nicole has always struggled with being disorganized. She's made a lot of progress recently. (**a** although **b** despite that)
3 My boss tends to be very negative. She gets angry too quickly. (**a** in addition to **b** furthermore)
4 I need to stop procrastinating. I won't ever finish the class assignment on time. (**a** unless **b** otherwise)
5 Carl has been trying not to be so controlling at work. He gets along better with his colleagues. (**a** now that **b** as a result)

GRAMMAR FOR WRITING: more conjunctions and transitions

Suggested time: 15 minutes | Your time:

- Have Ss close their books. Ask, *What are some reasons we use conjunctions and transitions?* Elicit ideas from the class.
- Ask Ss to open their books. Draw their attention to the **Remember** notes. Read the uses and punctuation of coordinating conjunctions, subordinating conjunctions, and transitions. Have Ss scan the chart vertically to see examples of each conjunction and transition.
- Then give Ss time to individually review the information and examples in the first column of the chart about the purposes of conjunctions and transitions. Tell them to pay attention to the punctuation used in different examples.
- In pairs, have Ss read through the chart horizontally and create example sentences with the conjunctions and transitions that are not already used in the examples in the chart.
- To check understanding, elicit example sentences from the class.
- Note that several of the transition words are also taught in the Writing Handbook on pages 147, 149, 151, and 153.

C On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Give Ss a minute to preview the items. Ask them to scan the connecting words and identify which are subordinating conjunctions (all "a" choices) and which are transitions (all "b" choices).
- To review, ask, *What punctuation is used with subordinating conjunctions?* (When a subordinating conjunction introduces a dependent clause that starts a sentence, the clause is followed by a comma.) *What punctuation is used with transitions?* (A transition word or phrase is followed by a comma. It can be preceded by a semicolon.)
- Do item 1 as a class, if appropriate. Elicit the sentence both ways. Write the answers on the board.
- Have Ss rewrite the sentences individually. Then have them compare their answers in pairs.

Possible answers for Exercise C

1. a. *While John is a bit of a perfectionist, his sisters are pretty easygoing.*
   b. *John is a bit of a perfectionist; in contrast, his sisters are pretty easygoing.*
2. a. *Although Nicole has always struggled with being disorganized, she's made a lot of progress recently.*
   b. *Nicole has always struggled with being disorganized; despite that, she's made a lot of progress recently.*
3. a. *My boss tends to be very negative in addition to getting angry too quickly.*
   b. *My boss tends to be very negative; furthermore, she gets angry too quickly.*
4. a. *Unless I stop procrastinating, I won't ever finish the class assignment on time.*
   b. *I need to stop procrastinating; otherwise, I won't ever finish the class assignment on time.*
5. a. *Now that Carl has been trying not to be so controlling at work, he gets along better with his colleagues.*
   b. *Carl has been trying not to be so controlling at work; as a result, he gets along better with his colleagues.*

UNIT 5

Indirect speech: review and expansion

Suggested time: 10 minutes | Your time:

- Read the rule under **Imperatives in indirect speech**. Then ask Ss to take turns reading each example in pairs, first in direct speech and then in indirect speech.
- Elicit additional affirmative and negative examples of the imperative in direct speech. Write these on the board. Then call on volunteers to put these into indirect speech. Listen for correct changes to the infinitive as well as *not* + infinitive for negative statements.
- Read the rule under **Changes to pronouns and possessives**. In the same pairs, have Ss take turns reading the pairs of example sentences, focusing on the pronouns.
- Read the information in the **Remember** note. Then ask Ss to note the word order and punctuation of the last example in the grammar box.
- Write this chart on the board:

Direct speech	*Indirect speech*
1. Nancy said, "I'm never too busy to complain to you about how busy I am."	
2.	*He said he hoped I understood and that he didn't want to repeat the assignment.*

- Have Ss change the first sentence from direct to indirect speech, and the second from indirect to direct speech. (1. Nancy said she's never too busy to complain to me about how busy she is. 2. He said, "I hope you understand. I don't want to repeat the assignment.") Remind Ss the backshift is not necessary in the first sentence because the speaker is expressing something that is still true.

A Write each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss look at the items. Ask, *What type of statements are the sentences in quotation?* (imperative) *How do these change in indirect speech?* (They change to the infinitive.)
- Have Ss complete the exercise individually and compare their answers in pairs. Remind them to be careful of pronouns and possessives.
- To go over the answers, read the direct speech and call on Ss to read the sentence in indirect speech. Point out the optional placement of the adverb *never* in the two possible answers for item 6. (to never touch / never to touch)

B On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Have pairs of volunteers read the conversations aloud for the class. Then ask, *What changes will you need to make when you write these conversations in indirect speech?* (changes in verb forms, pronouns, and possessives)
- Do item 1 as a class. Elicit the indirect speech of Maria's and Jack's statements. (Maria said Jack's cartoon was great and that his drawing was so funny. Jack answered that Maria's was hilarious, too, and that it (had) really cracked him up.) Point out there are other possible reported verbs that can be used for each speaker. (For example: Maria stated; Jack responded)
- Have Ss complete the exercise individually and compare their answers in pairs.
- To go over answers, call on Ss to read the conversation in indirect speech. Correct as necessary.

EXTENSION (+15 minutes) In pairs, have Ss write their own short conversations using those in Exercise B as models. Have pairs form groups of four and take turns reading their conversation. Have the pair that is listening restate what the other pair said to each other.

Possible answers for Exercise B

1. *Maria said Jack's cartoon was great and that his drawing was so funny. Jack answered that Maria's was hilarious, too, and that it really cracked him up.*
2. *Katherine said that she was not sure if that tablet was Allison's. Allison replied that it was definitely hers and thanked Katherine.*
3. *Richard said that his paper on the health benefits of humor had just been published in a medical journal. I told him that I was happy for him and would appreciate it if he could send me a link.*
4. *Kim told Ben that she had bought a new car the previous week. Ben said that he knew because he had seen it in the parking garage. He said it looked much nicer than her old one.*
5. *Sam said that he had found some great old joke magazines at the bookstore downtown and that they were a hoot. Piri said (that) that was great. He asked Sam if Sam would let him borrow the magazines when Sam had finished them.*

UNIT 5

Indirect speech: review and expansion

Remember
Indirect questions end with a period, not a question mark. Like in embedded questions, verbs in indirect questions follow the same changes as the verbs in indirect statements.

Imperatives in indirect speech

When imperatives are used to report commands, requests, instructions, and invitations, the imperative form changes to the infinitive. The negative infinitive is used for negative commands, requests, and instructions.

Direct speech	Indirect speech
"Could you please **go** to the store?"	She asked me **to go** to the store.
The chef said, "**Add** two eggs and stir the mixture."	The chef said **to add** two eggs and stir the mixture.
"Please **have** dinner with us," he said.	He invited me **to have** dinner with them.
She told the child, "**Don't cross** the street."	She told the child **not to cross** the street.

Changes to pronouns and possessives

Remember: In indirect speech, pronouns and possessives change to reflect the point of view of the reporter rather than the original speaker.

My manager said, "**You** have to finish **your** report and give it to **me** as soon as possible."	→	My manager said (that) **I** had to finish **my** report and give it to **her** as soon as possible.
I told her, "**You**'ll have **this** report on **your** desk by noon."	→	I told her (that) **she** would have **that** report on **her** desk by noon.
Peter asked them, "Are **these** coats **yours**?"	→	Peter asked them if **those** coats were **theirs**.

A **Write each sentence in indirect speech.**

1 Marian advised Claire, "Turn on the TV at 9:00 because there's a funny show on."
Marian advised Claire to turn the TV on at 9:00 because there was a funny show on.

2 Dr. Baker advised his patient, "Don't let emotional tension make you sick."
Dr. Baker advised his patient not to let emotional tension make him / her sick.

3 She told me, "Be a good sport and laugh about it."
She told me to be a good sport and laugh about it.

4 "Don't laugh at that joke," Fred instructed his son. "It's disgusting."
Fred instructed his son not to laugh at that joke because it was disgusting.

5 "Laugh first, cry later," an old saying advises us.
An old saying advises us to laugh first and cry later.

6 Lucas told us, "Never touch the green button on the printer."
Lucas told us to never touch / never to touch the green button on the printer.

7 "Are you taking the kids to the zoo tomorrow?" Mr. Franklin's wife asked him.
Mr. Franklin's wife asked him if he was taking the kids to the zoo the next day.

8 Diane said, "Please don't ask how the meeting went."
Diane said not to ask how the meeting had gone.

B **On a separate sheet of paper, write these conversations in indirect speech, using correct pronouns and possessives.**

Maria said Jack's cartoon was great and that ...
Jack answered that...

See page T125 for possible answers.

1 **MARIA:** Your cartoon is great. Your drawing is so funny.
JACK: Yours is hilarious, too! It really cracked me up!

2 **KATHERINE:** Allison, I'm not sure if this tablet is yours.
ALLISON: It's definitely mine. Thanks!

3 **RICHARD:** My paper on the health benefits of humor has just been published in a medical journal.
ME: I'm happy for you! I'd appreciate it if you could send me a link.

4 **KIM:** I bought a new car last week.
BEN: I know. I saw it in the parking garage. It looks much nicer than your old one.

5 **SAM:** I found some great old joke magazines at the bookstore downtown. They're a hoot.
PIRI: That's great. Would you let me borrow them when you've finished them?

Say, tell, and ask

Remember: Use tell when you mention the listener. You can use say in indirect speech when you mention the listener, but you must use the preposition to and introduce the indirect speech with that.

Ms. Kerr **told Dr. Barton** she had to change the time of her appointment. (listener mentioned)
Dr. Barton **said** that wouldn't be a problem. (listener not mentioned)
Dr. Barton **said to the nurse** that it wouldn't be a problem. (listener mentioned)

Use ask either with or without mentioning the listener. Don't use to after ask when you mention the listener.

Ms. Kerr **asked** if she could make an appointment later in the week. OR
Ms. Kerr **asked Dr. Barton** if she could make an appointment later in the week.

Be careful!

DON'T SAY: He ~~said the manager~~ that he completely disagreed with her.
DON'T SAY: He ~~told~~ that he completely disagreed with the manager.
DON'T SAY: He ~~told to the manager~~ that he completely disagreed with her.
DON'T SAY: He ~~asked to the manager~~ if she agreed.

C **Complete the sentences with a form of say, tell, or ask.**

1 She ....*asked*.... the server if she could pay with a credit card.
2 We ....*said*.... that we would come back later when they were less busy.
3 He ....*told*.... his friends that he would be a few minutes late.
4 She ....*said*.... to her teacher that she needed a bit more time.
5 They ....*told*.... the reporter that they were ready to provide information about the case.
6 I ....*asked*.... them if they enjoyed the movie.

GRAMMAR FOR WRITING: other reporting verbs

Writers use a variety of reporting verbs to describe actions more specifically and accurately.

claim
"Things are definitely getting better," **claims** Charles Wilder, a patient trying out laughter therapy for the first time.
Charles Wilder, a patient trying out laughter therapy for the first time, **claims** that things are definitely getting better.

declare
"The nursing staff has been doing a terrific job!" **declared** the head doctor on Tuesday.
On Tuesday, the head doctor **declared** that the nursing staff had been doing a terrific job.

explain
"You should always discuss dieting with your doctor," Dr. Fish **explained**.
Dr. Fish **explained** that people should always discuss dieting with their doctors.

report
The *New York Times* **reports**, "Obesity is a growing problem in Asia."
Last year, the *New York Times* **reported** that obesity was a growing problem in Asia.

state
The new CEO **stated**, "Things are going to change around here."
The new CEO **stated** that things were going to change around there.

More reporting verbs

add	maintain
announce	mention
answer	promise
comment	remark
complain	reply
exclaim	reveal
imply	write

Possible answers:

D **Write each sentence with a different reporting verb. Use a dictionary if necessary.**

1 The *Bangkok Post* says that the president of Chile will be visiting Thailand next month.
The Bangkok Post reports that the president of Chile will be visiting Thailand next month.
2 The minister of education said yesterday that major improvements had been made in schools across the country.
The minister of education stated yesterday that major improvements had been made in schools across the country.
3 The secretary general of the United Nations says that more could be done to alleviate world hunger.
The secretary general of the United Nations claims that more could be done to alleviate world hunger.
4 The scientists who conducted the study said that more research would have to be conducted.
The scientists who conducted the study implied that more research would have to be conducted.
5 The children who wrote on the walls said that they wouldn't do it again.
The children who wrote on the walls promised that they wouldn't do it again.
6 The BBC said that it would increase its coverage of the news in the Middle East.
The BBC mentioned that it would increase its coverage of the news in the Middle East.

Say, tell, and ask

Suggested time: 7 minutes | Your time:

- Read the first rule. Have volunteers read the example sentences. Focus on the two example sentences with *said*. Stress that when a listener is mentioned, *to* must be used.
- Write on the board: *Lina said to us that she is very grateful. / Lina said that she was very grateful.* Ask, *What is the difference between these sentences?* (in the first sentence, the listener is mentioned—*us*; in the second sentence, the listener is not mentioned)
- Read the second rule and examples. Emphasize that mentioning the listener is optional with *ask*.
- Tell Ss to look at the **Be careful!** note. Elicit the possible corrections to the sentences. (He said to / told the manager . . .; He said . . .; He said to / told the manager . . .; He asked the manager . . .)

C Complete the sentences with . . .

Suggested time: 5 minutes | Your time:

- Tell Ss to scan the items for the statements that mention a listener. Remind Ss that *said* requires *to* when a listener is mentioned; *told* is followed by just the listener. Review that *ask* is followed by *if, whether*, a question word, or an infinitive.
- Have Ss complete the exercise individually.
- To go over answers, call on Ss to read the completed sentences aloud.

GRAMMAR FOR WRITING: other reporting verbs

Suggested time: 7 minutes | Your time:

- Read the rule. In pairs, have Ss review the reporting verbs and take turns reading the example sentences.
- Direct Ss' attention to the **More reporting verbs** note. Suggest that Ss test out other words from the list in place of the highlighted verbs in the rule. (For example: Charles Wilder, . . ., **remarks** that things are definitely getting better.)

D Write each sentence with . . .

Suggested time: 5 minutes | Your time:

- Encourage Ss to look up different reporting verbs. Then have them work in pairs to rewrite the sentences.
- Bring the class together and have Ss share verbs they used to replace those in the exercise.

CHALLENGE (+10 minutes) Have Ss work in pairs to change the statements to direct speech. Remind them to pay attention to shifts in verb tenses and changes to pronouns and possessives. (Possible answers:

1. "The president of Chile will be visiting Thailand next month." says the *Bangkok Post*.
2. "Major improvements have been made in schools across the country," the minister of education said yesterday.
3. "More could be done to alleviate world hunger," says the secretary general of the United Nations.
4. "More research will have to be conducted," said the scientists who conducted the study.
5. "We won't do it again," said the children who wrote on the walls.
6. "We will increase our coverage of the news in the Middle East," the BBC said.)

UNIT 6

Real and unreal conditionals: summary and expansion

Suggested time: 10 minutes | Your time:

- Have Ss scan the *Type* column of the chart to review the different kinds of conditionals.
- Focus on the **Factual conditional**. Tell Ss to read the rule about factual conditions that express a general or scientific fact. Elicit additional examples. (For example: Classes are canceled if it snows heavily. If a pot is made of aluminum, a magnet doesn't stick to its surface.) Check that Ss use the simple present in both the *if* clause and the result clause. Then have Ss restate these sentences, replacing *if* with *when* or *whenever.* (. . . when / whenever it snows heavily. When / Whenever a pot is made . . .)
- Read the rule for the second use of the factual conditional. Write on the board:
  If you will help me study, I will pass the exam.
  Ask *Is this sentence correct?* (no) Have Ss correct the mistake. (If you help me study . . .) Point out that you cannot use a future form in the *if* clause.
- Next, write on the board:
  If I knew the answer, I would help you.
  If I had known the answer, I would have helped you.
  Ask, *Are these sentences examples of the factual or the unreal conditional?* (unreal) *Which sentence contains the present unreal conditional?* (the first one) Keep the sentences on the board for the discussion of the past unreal conditional.
- Tell Ss to read the rule and example sentences for the **Present unreal conditional**. Refer Ss to the first example sentence and ask, *Do I have the time to explain the problem to you?* (no) *Under what condition would I explain the problem to you?* (if I had the time)
- Refer Ss to the two sentences on the board. Ask, *Which sentence contains the past unreal conditional?* (the second one)
- Tell Ss to read the rule and example sentences for the **Past unreal conditional**. Refer Ss to the first example sentence and ask, *Did they know about the storm?* (no) *Under what condition would they have taken a different flight?* (if they had known about the storm)
- Finally, have Ss read the rules and examples for the **Mixed time frames**. Ask Ss to create statements using the mixed conditional in relation to the present or to the past. (For example: If I had understood the directions, I might not be lost now. If I knew how to repair my car, I wouldn't have called the service station.)
- Draw Ss' attention to **Extension: other uses**. Read the first rule and the examples. Write on the board:
  If Natalie calls, tell her the good news.
  Have volunteers restate the *if* clause in three different ways. (If Natalie should call; If Natalie happens to call; If Natalie should happen to call)
- Read the second rule and example sentences. Make sure Ss understand that *inferences* are deductions. Discuss the context of each situation. (For example: Julie probably went to the party, so she saw what happened. Since you don't know the answer, I can tell you didn't do the homework. The results didn't come out yesterday, so they'll come out today. Since you haven't finished packing, you're going to miss your flight.)

OPTION (+10 minutes) Write these *if* clauses on the board:
1. If Phil leaves at 11:00, . . .
2. If I were you, . . .
3. If you put sugar in water, . . .
4. If they had called us, . . .
Have Ss write a result clause for each sentence. Then have them identify the type of conditional. (For example: 1. *he will come to class on time*—factual; 2. *I wouldn't buy that coat*—present unreal; 3. *the sugar dissolves*—factual; 4. *we would have picked them up*—past unreal)

A Circle the correct word . . .

Suggested time: 5 minutes | Your time:

- Have Ss scan the result clauses and think about the possible verb forms for the *if* clauses. Then have Ss complete the exercise individually. Refer them to the grammar chart if they have difficulty.
- Have Ss compare answers with a partner.
- Go over the answers as a class. For each item, have Ss identify the type of conditional sentence. (1. factual; 2. factual—scientific fact; 3. factual—the condition is less likely; 4. factual—the condition is less likely; 5. past unreal—to express relief; 6. past unreal; 7. mixed—expressing inference; 8. present unreal; 9. mixed; 10. factual—the condition is less likely)

CHALLENGE (+15 minutes) For more practice, have pairs make up different result clauses for the *if* clauses in the exercise, and different *if* clauses for the result clauses. Have Ss share their sentences with the class.

UNIT 6

Real and unreal conditionals: summary and expansion

Type	Use	If clause (states the condition)	Result clause (states the result)	Examples
Factual conditional	To express a general or scientific fact	**simple present** Note: In this type of conditional, if can be replaced by when or whenever.	**simple present**	*If it **rains**, the gardens **close** early.* *Water **freezes** if the temperature **falls** below zero degrees Celsius.* *Babies **cry** when they **need** to eat.*
	To talk about what will happen in the future under certain conditions	**simple present** Note: Don't use a future form in the if clause.	**will / be going to + base form of the verb** Note: Use can, may, might, or should if the result is not certain.	*If you **plan** your trip carefully, things **will go** smoothly.* *If we **arrive** late, they**'re going to start** without us.* *If we **hurry**, we **may be able to catch** the train.*
Present unreal conditional	To talk about present unreal or untrue conditions	**simple past or were** Note: Don't use would in the if clause.	**would + base form of the verb** Note: Use could or might if the result is not certain.	*If I **had** the time, I **would explain** the problem to you.* *If he **were** here, he **might make** a lot of changes.*
Past unreal conditional	To talk about past unreal or untrue conditions	**past perfect** Note: Don't use would have in the if clause.	**would have + past participle** Note: Use could have or might have if the result is not certain.	*If they **had known** about the storm, they **would have taken** a different flight.* *If you **had told** us about the delay, we **could have made** other arrangements.*
Mixed time frames	To talk about past unreal or untrue conditions in relation to the present	**past perfect** Note: Don't use would in the if clause.	**would + base form of the verb** Note: Use could or might if the result is not certain.	*If I **had prepared** for the interview, I **wouldn't be** so nervous.* *If we **had left** earlier, we **might be** on time now.*
	To talk about present unreal or untrue conditions in relation to the past	**simple past or were** Note: Don't use would have in the if clause.	**would have + past participle** Note: Use could have or might have if the result is not certain.	*If she **were** honest, she **would have told** us the truth.* *If I **spoke** Russian, I **might have understood** the guide.*

Extension: other uses

Use should, happen to, or should happen to in the if clause in factual conditionals when the condition is less likely.

If you { **should** / **happen to** / **should happen to** } see Peter, tell him to call me.

To express inferences in conditional sentences, different combinations of tenses can be used.

If Julie **went** to the party last night, she definitely **saw** what happened.
If you **don't know** the answer to this question, you **didn't do** your homework.
If the results **didn't come out** yesterday, they**'ll** definitely **come out** today.
If you still **haven't finished** packing by now, you**'re not going to catch** your flight.

A **Circle the correct word or words to complete each sentence.**

1 If Sam (does / will do) well this year, he'll apply to medical school.
2 Water (boils / is going to boil) when the temperature reaches 100 degrees Celsius.
3 If you (will / should) find my scarf, please hold it for me.
4 If you (happen / happen to) see a good camera at the market, please buy it for me.

(Continued on next page)

5 If it (wouldn't have been / hadn't been) for her savings, Anna wouldn't have been able to attend university.
6 If we (would have known / had known) that car insurance was so expensive, we wouldn't have bought a car.
7 If you didn't get a reply today, you (would definitely hear / will definitely hear) from us tomorrow.
8 If I (had / would have) a garden, I'd grow several types of flowers.
9 If I (would have practiced / had practiced) my speech a bit more, I might not be so worried now.
10 If I (should happen to / will) see John, I'll tell him you went home.

UNIT 7

Article usage: summary

Note where indefinite or definite articles are used or omitted.

	Indefinite article	Definite article	No article
General statement	Use with singular count nouns: *A cat may symbolize good fortune.*	Use with singular count nouns: *The cat may symbolize good fortune.* Use with non-count nouns: *Freud called attention to the importance of dreams.*	With plural count nouns: *Cats may symbolize good fortune.* With non-count nouns: *Misfortune may strike at any time.*
First mention	Use with singular count nouns: *I found a lottery ticket.*		With plural count nouns: *I have (some) lottery tickets.* With non-count nouns: *I bought (some) shampoo.*
Second mention		Use with singular count nouns: *The lottery ticket was in my wallet.* Use with plural count nouns: *The lottery tickets were in my wallet.* Use with non-count nouns: *The shampoo is in the closet.*	

A **Rewrite the paragraph, correcting eleven errors and making any necessary changes.**

~~The homes~~ are expensive these days, but Peter got lucky and bought small house last week. ~~A~~ house has two bedrooms and one bathroom. It also has large kitchen and ~~the~~ living room. Peter will use ~~a~~ living room as his home office. ~~Bedrooms~~ are in bad condition, and Peter will need ~~a~~ help painting them. Then he wants to have ~~the~~ party so his friends can admire ~~a~~ house. Later Peter will buy ~~a~~ furniture—when he saves some money!

Homes are expensive these days, but Peter got lucky and bought a small house last week. The house has two bedrooms and one bathroom. It also has a large kitchen and a living room. Peter will use the living room as his home office. The bedrooms are in bad condition, and Peter will need help painting them. Then he wants to have a party so his friends can admire the house. Later Peter will buy furniture—when he saves some money!

UNIT 7

Article usage: summary

Suggested time: 10 minutes | Your time:

- Before Ss open their books, ask:
  What is the definite article? (the)
  What are the indefinite articles? (a, an)
- In the chart, focus on the use of articles in general statements. Read the rule and example sentence under the column heading **Indefinite article**. Then read the rules and the example sentences under the column heading **Definite article**. Point out that, unlike the indefinite article, the definite article can be used with both count and non-count nouns. Finally, read the rules and example sentences under the column heading **No article**.
- Have Ss look at the **First mention** row in the chart. Then ask, *Would you use the indefinite article, the definite article, or no article for the first mention of a noun?* (the indefinite article or no article)
- Draw this chart on the board, without the sentences:

SINGULAR COUNT NOUNS	*PLURAL COUNT NOUNS*	*NON-COUNT NOUNS*
I found a lottery ticket.	*I have lottery tickets.*	*I bought shampoo.*
The lottery ticket was in my wallet.	*The lottery tickets were in my wallet.*	*The shampoo is in the closet.*

- Have a volunteer read aloud the rules and the three example sentences. Write the example sentences in the first row on the board.
- Have Ss look at the last row of the chart in their book. Then ask, *Would you use the indefinite article, the definite article, or no article for the second mention of a noun?* (the definite article) Ask a volunteer to read the rules and example sentences aloud. Write the example sentences in the second row on the board.
- Pointing to the chart on the board, review that singular count nouns use *a* for the first mention and *the* for the second mention. Plural count nouns use no article for the first mention and *the* for the second mention. Non-count nouns use no article for the first mention and *the* for the second mention.

CHALLENGE (+15 minutes) Bring magazine or newspaper articles to the class or refer Ss to different articles in previous units in the Student Book. Have pairs choose one article to focus on. Tell Ss to find examples of the article usage outlined in the chart. Have them highlight the examples and then share them with the class.

A Rewrite the paragraph, . . .

Suggested time: 5 minutes | Your time:

- Tell Ss to read the paragraph through once before making the corrections. Then have them complete the exercise individually.
- Ask Ss to compare answers with a partner.
- Bring the class together and have Ss explain the reasons for the corrections. (*Homes*: no article, general statement, plural count noun; *a small house*: article *a*, first mention, singular count noun; *The house*: article *The*, second mention, singular count noun; *a large kitchen, a living room*: article *a*, first mention, singular count nouns; *the living room*: article *the*, second mention, singular count noun; *The bedrooms*: article *The*, second mention, plural count noun; *help*: no article, general statement, non-count noun; *a party*: article *a*, first mention, singular count noun; *the house*: article *the*, second mention, singular count noun; *furniture*: no article, general statement, non-count noun)

Definite article: additional uses

Suggested time: 10 minutes | Your time:

- Have pairs read through the chart of additional uses of the definite article and the example sentences. Monitor and answer questions as needed.
- Bring the class together. Elicit examples: *What are some other examples of a noun that represents a unique thing?* (For example: the equator; the universe; the sky; the president) *What are some other examples of a superlative adjective that makes a noun unique?* (For example: the funniest joke; the oldest person; the most advanced computer) *What are some other examples of a context that makes a noun specific?* (For example: the ideas in this essay; the food on this table) *What are some other examples in which an adjective clause makes a noun specific?* (For example: the report that's on the desk; the woman who came to the door)
- Have Ss suggest example sentences for the adjectives in the chart that represent a certain group of people. Remind them to use the definite article. (For example: The poor in this city are eligible for food stamps.)

B Complete the paragraphs . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Bring the class together and go over the uses of the definite article. (1. *the first men:* adjective makes the noun unique; 2. *the world:* unique thing; 4. *the gas:* adjective clause makes the noun specific; 5. *the hot air:* adjective clause makes the noun specific; 6. *the wealthy:* adjective represents a certain group of people; 8. *the sport:* context makes the noun specific; 9. *the views:* adjective clause makes the noun specific)

Non-count nouns with both a countable and uncountable sense

Suggested time: 10 minutes | Your time:

- Read the rule. Then have two volunteers take turns reading the pairs of example sentences.
- Elicit other non-count nouns that have both a countable and an uncountable sense, such as *noise, room,* and *work.* Ask partners to create sentences for each sense. (For example: 1. A noise from the kitchen interrupted my studying. Too much noise can lead to hearing damage. 2. It's relaxing to sit in a room with a view of the ocean. There's no more room in this closet. 3. The museum has many works of art. Work takes up most of my day.)
- Bring the class together. Have Ss share their sentences.

OPTION (+5 minutes) Write on the board:
1. Victory is not always sweet, as they say.
2. I remember a time when I had fewer worries.
3. It can be very difficult to overcome fear.
4. A college education was once more affordable.
5. Some athletes place a lot of emphasis on superstition.
Have Ss indicate whether the underlined non-count noun has a countable or an uncountable sense. Ask volunteers to explain why an article should or can't be used for each non-count noun.
(Answers: 1. uncountable, an article can't be used—the sentence talks about victory in general; 2. countable, an article should be used—the sentence refers to a single moment in time; 3. uncountable, an article can't be used—the sentence talks about fear in general, 4. countable, an article can be used—the current countable meaning emphasizes a specific kind of education. However, the sentence makes sense without the article as well; 5. uncountable, an article can't be used—the sentence talks about superstition in general, not a specific type of superstition.)

Definite article: additional uses

When a noun represents a unique thing	**Use with singular count nouns:** ***The sun*** *rises in the east.*		
With a comparative or superlative adjective to make a noun unique (or with right, wrong, first, only, or same)	**Use with singular count nouns:** *Telling the truth is* ***the best course*** *of action. It's always* ***the right thing*** *to do.* *The robin is* ***the first sign*** *of spring.*	**Use with plural count nouns:** *People in different places often have* ***the same cultural traditions****.*	**Use with non-count nouns:** *That's* ***the only information*** *I was able to find on the Internet.*
When context makes a noun specific	**Use with singular count nouns:** ***The hospital*** *in this town has an excellent emergency room.*	**Use with plural count nouns:** ***The buildings*** *in this town are no higher than ten stories.*	**Use with non-count nouns:** ***The air*** *in this city is polluted.*
When an adjective clause makes a noun specific	**Use with singular count nouns:** ***The scam that he fell for*** *is very well known.*	**Use with plural count nouns:** ***The scams that people fall for*** *can end up costing a lot of money.*	**Use with non-count nouns:** ***The progress that she made*** *was due not to good luck but to hard work.*
When an adjective represents a certain group of people	**Use with a noun derived from an adjective, such as: the blind, the deaf, the dead, the living, the young, the old, the poor, the rich, the unemployed, the privileged, the underprivileged:** ***The unemployed*** *must often learn new job skills.*		

B **Complete the paragraphs with words from the box. Use a definite article when appropriate.**

tourists | gas | views | sport | world | wealthy | hot air | ballooning | first men

On March 20, 1999, Bertrand Piccard of Switzerland and Brian Jones of Britain became ..... *the first men* ..... (1) to travel around ..... *the world* ..... (2) in a balloon. The numerous balloonists who had been attempting this journey for decades beforehand ran into various problems with weather and equipment.

In the past several years though, ... *ballooning* ..... (3) has become a popular adventure sport. Due to the high cost of ..... *gas* ..... (4), which is required to create ..... *the hot air* ..... (5) that lifts the balloon, ballooning tends to be a sport reserved for ..... *the wealthy* ..... (6). However, ... *tourists* ..... (7) can get a taste of ..... *the sport* ..... (8) by paying for a balloonist to take them on a breathtaking ride to enjoy ..... *the views* ..... (9) that they see from the sky during their travels.

Non-count nouns with both a countable and an uncountable sense

With some non-count nouns, the change in meaning is subtle: The countable meaning refers to something specific and the uncountable meaning refers to something general.

countable meaning	uncountable meaning
a fear = the anticipation of a specific danger; a phobia He had **two fears**: heights and open spaces.	**fear** = a general anticipation of danger Irrational **fear** can lead to anxiety.
a victory = a specific event in which mastery or success is achieved The battle of Waterloo was **a** great **victory** for the English.	**victory** = the phenomenon of winning She led her party to **victory**.
a time = a specific moment in the past or future; a specific occasion There was **a time** when food was much cheaper. How **many times** did you read it?	**time** = the general concept; clock time **Time** passes so quickly! What **time** did you arrange to meet?
a belief = something accepted on faith, not knowledge **A** common **belief** is that cold weather can cause a cold.	**belief** = general or religious faith Is **belief** more common in older or younger people?

C **Write a before a noun where necessary. Write X if a noun should not have an article.**

1 **a** Will people ever learn to control their spending? Only ...X.... time can tell.
b There has never been ...a.... time when people didn't try to understand their dreams.

2 **a** If you have ...a.... fear of flying, you shouldn't take a job that requires overseas travel.
b Psychologists agree that ...X.... fear is a universal emotion.

3 **a** Ignorance and fear may sometimes lead to ...X.... conflict.
b For the last few years, there has been ...a.... serious conflict between local landowners and business owners.

4 **a** The coach's tactics helped the team win ...a.... major victory in last night's game.
b Everyone cannot always experience the joy of ...X.... victory; someone has to lose.

GRAMMAR FOR WRITING: passive reporting verbs with an infinitive phrase

A passive reporting verb can be followed by an infinitive phrase.
Many insects **are believed to be** good for the garden.

The infinitive phrase can be simple, continuous, perfect, or perfect continuous.
This book is **said to be** excellent.
The robber **was reported to be running** away from the scene of the crime.
The car is believed **never to have been** in an accident before.
She was thought **to have been preparing** dinner when she got sick.

D **Change each of the following sentences from the active voice to the passive voice.**

1 Many people believe that flying isn't as safe as driving.
Flying isn't believed to be as safe as driving.

2 They reported that the driver was talking on his phone when he crashed into the back of that van.
The driver was reported to be talking on his phone when he crashed into the back of that van.

3 Many people say the tour was overpriced, but others think the price was very fair.
The tour is said to be overpriced by many people, but it is thought to be fair by others.

4 People said the article was a lie, but it turned out to be perfectly true.
The article was said to be a lie, but it turned out to be perfectly true.

UNIT 8

GRAMMAR FOR WRITING: emphatic stress

In informal writing, you can underline the verb be, a modal, or other auxiliary verb to indicate emphatic stress. The addition of do for emphatic stress does not require underlining. In more formal writing, with the exception of adding the auxiliary do, underlining for emphatic stress is avoided.
She is good at math, isn't she?
Even though it was getting late, I would have liked to stay longer.
I suddenly realized that I had been there before.
BUT She didn't answer her phone, but she did text me.

Be careful! In the modal-like expression had better, underline better, not had.
He'd better pay attention in class!

If you want to indicate emphatic stress, don't contract the verb be, a modal, or an auxiliary verb.
I will tell her. NOT ~~I'll~~ tell her.

A **Use the prompts to write B's response with emphatic stress. Add the auxiliary do if possible, and underline the stressed verb be, modal, or other auxiliary verb.**

1 **A:** Do you worry much about global warming?
B: ...*I do think about it*... (I think about it) from time to time.

2 **A:** Would you say you have a way with words?
B: *I do express myself* (I express myself) clearly.

3 **A:** I'm thinking of applying to medical school, but I haven't made up my mind yet.
B: Well, ...*you should apply*... (you should apply).

4 **A:** Do you have to pass any kind of tests to get a job at the Mason Corporation?
B: *You do have to take* (you have to take) an EQ test.

C Write a before a noun . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Bring the class together and go over any questions.

CHALLENGE (+15 minutes) Have pairs write one sentence for each non-count noun in the grammar chart on a blank sheet of paper. Have them use either a countable or an uncountable sense and leave a space before the noun. Then have pairs swap papers and add articles where needed. Monitor and assist as necessary.

GRAMMAR FOR WRITING: passive reporting verbs with an infinitive phrase

Suggested time: 10 minutes | Your time:

- Read the first rule and example sentence. Ask, *What is the passive reporting verb?* (are believed) *What is the infinitive phrase?* (to be good) Elicit the sentence in the active voice. (People believe that many insects are good for the garden.)
- Read the second rule. Then have different volunteers read the example sentences. Elicit the verb form exemplified in each. (simple, continuous, perfect, perfect continuous)

D Change each of the following sentences . . .

Suggested time: 5 minutes | Your time:

- Model item 1. Ask, *Who or what is the receiver of the action?* (flying) *What is the reporting verb?* (believe) *What is it in the passive voice?* (isn't believed) Then elicit the full sentence and write it on the board: *Flying isn't believed to be as safe as driving.*
- Have Ss change the remaining exercise items to the passive. Monitor and assist as needed. Go over the answers as class.

UNIT 8

GRAMMAR FOR WRITING: emphatic stress

Suggested time: 10 minutes | Your time:

- Review that *emphatic stress* refers to drawing attention to a particular word in a sentence. This unit focuses on the emphatic stress of a verb or action. To review the structure from the unit, write on the board: *I do hope you can come.*
- Then read the rule for another way to show emphatic stress in writing. Read the example sentences and ask Ss to repeat after you. Put appropriate emphasis on the underlined words. Have Ss notice which part of the verb phrases is underlined in each sentence.
- Write the following sentences on the board. Then ask volunteers to come to the board, underline an auxiliary to show emphatic stress, and read the statement to the class.
  I would like a new phone, but I can't afford it. (underline *would*)
  They hadn't told us they were coming for a visit. (underline *hadn't*)
  I am going to the concert. Jack got me a ticket. (underline *am*)
- Bring Ss' attention to the **Be careful!** box. Review that *had better* is used to demonstrate urgency. Elicit additional examples with *had better* and write these on the board. Have Ss read the examples putting appropriate stress on *better*.

A Use the prompts . . .

Suggested time: 5 minutes | Your time:

- Tell Ss to first preview the items in parentheses and decide which ones can have the *do* auxiliary. (1, 2, 4) Then have Ss complete the exercise.
- Go over the answers as a class. Ask Ss to write the sentences with auxiliaries on the board. Point out that for item 4, either adding *do* or underlining *have* is correct.

Infinitives and gerunds in place of the subjunctive

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and example sentences. Ask: *Which sentence includes the subjunctive form?* (the second one) *What is the expression of urgency, obligation, or advisability?* (It's essential) *What is the verb?* (find) *What is the infinitive phrase in the first sentence?* (to find)
- Write these sentences on the board:
  1. *It's crucial that Sarah not forget the concert tickets.*
  2. *It's necessary that we arrive at the airport two hours before our flight.*
  3. *It's desirable that you bring a gift to the party.*

  Have Ss rewrite the sentences using an infinitive phrase instead of the subjunctive. (1. It is crucial for Sarah not to forget . . .; 2. It is necessary for us to arrive . . .; 3. It is desirable for you to bring . . .)
- Have Ss read the second rule and example sentence. Return to sentences 1, 2, and 3 on the board and have Ss use an infinitive phrase without *for*, referring to people in general. This will require eliminating the specific people mentioned in the sentences: *Sarah, we, you.* (1. It's crucial not to forget the concert tickets; 2. It's necessary to arrive at the airport two hours before our flight; 3. It's desirable to bring a gift to the party.)
- Read aloud the final rule and have Ss read the example sentences. Then write on the board:
  1. *The directors proposed that the city build a new stadium.*
  2. *The professor suggests that students not postpone studying for the exam.*
  3. *He recommends that you meditate at least four hours a week.*

  Have Ss rewrite the sentences using a gerund phrase instead of the subjunctive. (1. The directors proposed building . . .; 2. The professor suggests not postponing . . .; 3. He recommends meditating . . .)

B Rewrite each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss scan the verbs and adjectives of urgency, obligation, and advisability and determine which ones will be followed by an infinitive and which will be followed by a gerund. (1. object before an infinitive, 2. gerund, 3. gerund, 4. object before an infinitive, 5. gerund, 6. object before an infinitive) If necessary, refer Ss to page 113 in the Reference Charts to review which verbs can be followed by a gerund or an infinitive.
- Then have Ss rewrite the sentences. Remind them to change the pronouns as appropriate. (4. for us; 6. for her)
- Go over the answers as a class. Point out that items 1 and 4 can be rewritten both with and without a pronoun (if *you* and *we* are understood as "people in general"). Remind Ss that infinitive or gerund phrases used without a pronoun refer to people in general.

UNIT 9

GRAMMAR FOR WRITING: when to use the passive voice

Suggested time: 10 minutes | Your time:

- Read the introduction in the grammar chart. Then divide the class into five groups. Assign each group one of the first five situations. Have the groups read the situations in which the passive voice is preferred and the example(s).
- Invite groups to present their situation and the example(s) to the rest of the class.
- Finally, read the last situation and examples to the class. Write two more example sentences on the board:
  1. *Harriet King, who has also published four books on nutrition, wrote the article "Eating Less."*
  2. *The dealership, which has been getting numerous complaints about faulty seatbelts, recalled the new SUV model.*
- Ask Ss to change the sentences to the passive voice to avoid clumsy sentence constructions. (1. The article "Eating Less" was written by Harriet King, who has also published four books on nutrition. 2. The new SUV model was recalled by the dealership, which has been getting numerous complaints about faulty seatbelts.)

OPTION (+15 minutes) As homework, ask Ss to look for examples of the passive voice in articles. Tell Ss to bring to class three examples and to note the situation in which the passive voice is used. (For example: The museum tour has been canceled and rescheduled for next week. Situation 3)

5 **A:** Shouldn't Jamie hurry if she wants to catch the 3:00 bus?
B: *She'd better hurry* (She'd better hurry). That's the last bus.

6 **A:** Would you like me to introduce you to my brother?
B: *I would like to meet* (I'd like to meet) him.

7 **A:** Would you like to grab dinner somewhere together?
B: *I've already had* (I've already had) dinner.

Infinitives and gerunds in place of the subjunctive

Certain statements in the subjunctive can be rephrased less formally by changing that to for and using an infinitive.
It's essential **for** John **to find** the time each day to relax. (= It's essential that John **find** the time each day to relax.)

An infinitive can also be used without a for phrase. It usually refers to "people in general."
It's essential **to find** the time each day to relax.

Certain statements in the subjunctive can be rephrased using a gerund if they refer to "people in general."
Dr. Sharpe recommends **spending** a few moments relaxing. (= Dr. Sharpe recommends that people **spend** a few moments relaxing.)

B **Rewrite each sentence less formally, using infinitives and gerunds. Make any necessary changes.**

1 It's crucial that you practice feng shui.
2 The article suggests that you carry lucky charms.
3 The manager recommended that they finish the project fast.
4 It's important that we get enough sleep every night.
5 The directions advise that you add salt.
6 It's necessary that she arrive at the theater by 4:00 P.M.

1. It's crucial for you to practice feng shui.
2. The article suggests carrying lucky charms.
3. The manager recommended finishing the project fast.
4. It's important for us to get enough sleep every night.
5. The directions advise adding salt.
6. It's necessary for her to arrive at the theater by 4:00 P.M.

UNIT 9

GRAMMAR FOR WRITING: when to use the passive voice

Passive sentences focus attention on the result of an action rather than on the performer (agent) of the action. Writers prefer the passive voice in the following situations:

1 **To emphasize the result of an action, or if the agent is unimportant or unknown. This use is common in academic writing, scientific articles, and news reports.**
Some sophisticated treatments **have been developed**. (emphasizes the treatments, not the people who developed them)
Hundreds of people **were made** homeless by yesterday's floods. (emphasizes the result, not the floods themselves)

2 **To describe a process. This use is found in technical and scientific writing.**
There are four basic steps in the commercial production of orange juice. First the oranges **are unloaded** from trucks and **placed** on a conveyor belt. Then they **are washed** and **sorted**. Next they **are put** into machines that remove the juice and put it into cartons.

3 **To use an impersonal or indirect tone, which suggests formality, impartiality, or objectivity. This use is favored in official documents, formal announcements, and signs, or to avoid placing blame.**
Walking on the grass **is prohibited**.
An error **has been made** in your account. It **will be corrected** on next month's statement. (The writer avoids mentioning who made the mistake and emphasizes the fact that it will be corrected, rather than who will do the correcting.)

4 **To keep the reader's attention focused on a previously mentioned noun, because it is the central topic of the paragraph.**
They caught the thief later that evening. He **was placed** in jail and **was allowed** to call a lawyer. (The topic is the thief. By using the passive voice in the second sentence, the writer shifts the reader's attention to what happened to the thief.)

5 **To avoid using a "general subject." General subjects include the impersonal you, we, and they; people; one; someone / somebody; anyone / anybody. This use is common in formal documents, in official signs, and in newspaper editorials and other texts that express an opinion.**
People must show their IDs before boarding. PREFERRED: IDs **must be shown** before boarding.
Someone should inform consumers of their rights. PREFERRED: Consumers **should be informed** of their rights.

6 **To avoid awkward sentence constructions. This is a common solution when the agent has a long or complex modifier.**
The Tigers, whose new strategy of offense and defense seemed to be working, defeated the Lions.
PREFERRED: The Lions **were defeated** by the Tigers, whose new strategy of offense and defense seemed to be working.

A **Write each sentence in the passive voice. Don't include a by phrase unless you think it is required.**

1 Construction workers built the museum in less than six months.
The museum was built in less than six months.

2 People must present their passports at the border.
Passports must be presented at the border.

3 First, engineers perfect the design for the new product. Then, workers build a prototype. Next, engineers test the prototype. After engineers approve the design, the factory begins production.
First, the design for the new product is perfected. Then, a prototype is built. Next, the prototype is tested. After the design is approved, production is begun.

4 We have credited the sum of eighty-five dollars to your VISTA account.
The sum of eighty-five dollars has been credited to your VISTA account.

5 The reporter, whose investigation uncovered many shocking details, exposed the mayor's pattern of corrupt behavior.
The mayor's pattern of corrupt behavior was exposed by the reporter, whose investigation uncovered many shocking details.

UNIT 10

Phrasal verbs: expansion

Remember
Intransitive phrasal verbs are always inseparable. They can't be used in the passive voice since they don't have direct objects.

The passive form of phrasal verbs

Transitive phrasal verbs are always inseparable in the passive voice, even when they are separable or always separated in the active voice.

I couldn't **turn on** the TV (OR **turn** the TV **on**). → The TV couldn't be **turned on**.
They **turned** the empty lot **into** a beautiful garden. → The empty lot was **turned into** a beautiful garden.

Transitive and intransitive meanings of phrasal verbs

Some phrasal verbs have both a transitive and an intransitive meaning.

He went to bed without **taking off** his clothes. (transitive meaning: remove)
What time does your plane **take off**? (intransitive meaning: leave)
She **broke in** the new employees by showing them the procedures. (transitive meaning: train someone)
Thieves **broke in** and stole her jewelry. (intransitive meaning: enter by force)

For a complete list of transitive and intransitive phrasal verbs, see the Reference Charts, pages 114–115.

Three-word phrasal verbs

A three-word phrasal verb consists of a verb, a particle, and a preposition that together have a specific meaning. The verb, the particle, and the preposition in three-word phrasal verbs are inseparable.

As a result of his controversial ideas, the senator **came up against** members of his own party, who opposed him vigorously.
Does society have an obligation to **look out for** people who are disadvantaged?
Temper tantrums are not uncommon in young children. As children mature, they **grow out of** this behavior.
I'm going to close my door and not take any calls today; I've just got to **catch up on** my work.

For a complete list of three-word phrasal verbs, see the Reference Charts, page 116.

A Write each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss underline the agent(s) in each each item. (1. Construction workers; 2. People; 3. engineers, workers, engineers, engineers, factory; 4. We; 5. The reporter) Remind Ss that the agent is often unknown or unimportant. In these cases, it is not necessary to include the agent in the sentence in the passive voice.
- Have Ss rewrite the sentences individually. Then bring the class together and call on volunteers for answers. Ask, *In which sentence is an agent necessary? Why?* (Sentence 5 is the only one in which the agent is necessary, because it has a long modifier: *whose investigation uncovered many shocking details.*)

OPTION (+10 minutes) Ask Ss to match each sentence in the exercise to the appropriate situation in the grammar box on page 131. (1. situation 1; 2. situation 5; 3. situation 2; 4. situation 3; 5. situation 6) Go over the answers as a class and review as necessary.

UNIT 10

Phrasal verbs: expansion

Suggested time: 10 minutes | Your time:

- Review that a transitive verb is a verb that needs a direct object to complete its meaning. Then read the rule under **The passive form of phrasal** verbs. Have Ss read the **Remember** note and study the pairs of example sentences.
- Write these phrasal verbs on the board: *throw away, hand out, talk into, do over, cater to, count on*. Ask, *Which phrasal verbs are always separated in the active voice?* (talk into, do over) *Which phrasal verbs are separable, but don't have to be?* (throw away, hand out) *Which phrasal verbs are inseparable?* (cater to, count on) If necessary, refer Ss to the lists of transitive phrasal verbs on pages 114–115 in the Reference Charts.
- Have pairs use the phrasal verbs on the board in sentences in the passive voice. (For example: The leftovers had to be thrown away because we forgot to put them in the fridge. Samples were handed out at the beginning of the presentation. I was talked into buying the product even though I didn't want it. The report had to be done over because the client was unhappy with it. The guests were catered to with great speed and care. I promised my employer that I could be counted on to complete the project on time.) Then bring the class together and have Ss share their sentences.
- To review transitive and intransitive meanings, point out that while a transitive verb needs a direct object to complete its meaning, an intransitive verb does not need a direct object. Then read the rule under **Transitive and intransitive meanings**. Have two volunteers read the pairs of example sentences aloud.
- On the board, write the phrasal verb *turn in*, and elicit sentences that show its transitive and intransitive meanings. (For example: I turned in the application yesterday. Transitive meaning: submit. We're really tired, so we're going to turn in early. Intransitive meaning: go to bed.) If necessary, refer Ss to the lists of transitive and intransitive phrasal verbs on pages 114–115 in the Reference Charts.
- Finally, read the rule under **Three-word phrasal verbs** and have Ss study the example sentences. Have Ss name the object of the preposition in each example. (1. members, 2. people, 3. this behavior, 4. my work)

OPTION (+15 minutes) Have pairs look at the list of three-word phrasal verbs on page 116 in the Reference Charts and write two sentences using different phrasal verbs from the list. Then have them share the sentences with the class. (For example: Every evening, I sit down with the newspaper and try to catch up on the news. Email has made it easier to keep up with friends.)

CHALLENGE (+15 minutes) Write these phrasal verbs on the board: *1. give up, 2. work out, 3. make up*. Have partners write pairs of sentences to illustrate the transitive and intransitive meaning. (For example: 1. Tanya gave up eating chocolate as part of her diet. Transitive meaning: quit doing something. I give up! Intransitive meaning: quit. 2. I can't work out this problem. Transitive meaning: solve a problem. Peter works out every day. Intransitive meaning: exercise. 3. Even though they fight a lot, they make up quickly. Intransitive meaning: reestablish a friendly relationship. I made up an excuse about being stuck in traffic. Transitive meaning: create a fictional story.) Have Ss share their sentences with the class.

A Rewrite each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss underline the phrasal verb in each sentence. (1. call off, 2. talked into, 3. covered up, 4. dropped off, 5. filled out, 6. paid off, 7. threw away, 8. handed out)
- Before Ss complete the exercise, remind them that transitive phrasal verbs are always inseparable in the passive voice.
- Go over the answers as a class.

OPTION (+10 minutes) Have Ss look at the phrasal verbs they underlined in the exercise. Ask, *Which phrasal verb is always separable?* (2. talk someone into) Call on volunteers to restate all the sentences except item 2 with the phrasal verbs *not* separated. (1. We have to call off the meeting. 3. They covered up the mistake. 4. He dropped off the children in front of the school. 5. One of the applicants filled out the form incorrectly. 6. I paid off the balance last month. 7. Someone threw away the document. 8. The speaker handed out pamphlets at the end of the presentation.)

B Underline the phrasal verb . . .

Suggested time: 5 minutes | Your time:

- After Ss do the exercise, bring the class together and elicit the direct object for each phrasal verb with a transitive meaning. (1. the photo, 4. smoking, 6. their parents, 8. a plan)
- Go over any questions.

A **Rewrite each sentence in the passive voice. Do not include a by phrase.**

1 We have to call the meeting off.
The meeting has to be called off.

2 She talked the client into a better deal.
The client was talked into a better deal.

3 They covered the mistake up.
The mistake was covered up.

4 He dropped the children off in front of the school.
The children were dropped off in front of the school.

5 One of the applicants filled the form out incorrectly.
The form was filled out incorrectly.

6 I paid the balance off last month.
The balance was paid off last month.

7 Someone threw the document away.
The document was thrown away.

8 The speaker handed pamphlets out at the end of the presentation.
Pamphlets were handed out at the end of the presentation.

B **Underline the phrasal verb in each sentence. Then decide if it has a transitive or an intransitive meaning.**

	transitive	intransitive	
1	☑	☐	The photographer blew up the photo 200 percent so we could use it for the poster.
2	☐	☑	The plane blew up shortly before it was supposed to land.
3	☐	☑	The workers won't give up until they're paid fair wages.
4	☑	☐	She has tried to give up smoking several times, without success.
5	☐	☑	Phil has to wake up at 5:00 A.M. every day to get to work on time.
6	☑	☐	The children played quietly in order not to wake up their parents.
7	☐	☑	He works out three or four times a week in order to stay healthy.
8	☑	☐	World leaders are meeting to work out a plan to eradicate poverty.

PRONUNCIATION TABLE

These are the pronunciation symbols used in *Connectivity 5*.

Vowels

Symbol	Key Word
i	beat, feed
ɪ	bit, did
eɪ	date, paid
ɛ	bet, bed
æ	bat, bad
ɑ	box, odd, father
ɔ	bought, dog
oʊ	boat, road
ʊ	book, good
u	boot, food, student
ʌ	but, mud, mother
ə	banana, among
ɚ	shirt, murder
aɪ	bite, cry, buy, eye
aʊ	about, how
ɔɪ	voice, boy
ɪr	beer
ɛr	bare
ɑr	bar
ɔr	door
ʊr	tour

Consonants

Symbol	Key Word	Symbol	Key Word
p	pack, happy	ʃ	ship, machine, station, special, discussion
b	back, rubber	ʒ	measure, vision
t	tie	h	hot, who
d	die	m	men, some
k	came, key, quick	n	sun, know, pneumonia
g	game, guest	ŋ	sung, ringing
ʧ	church, nature, watch	w	wet, white
ʤ	judge, general, major	l	light, long
f	fan, photograph	r	right, wrong
v	van	y	yes, use, music
θ	thing, breath	ɾ̃	butter, bottle
ð	then, breathe	ʔ	button
s	sip, city, psychology		
z	zip, please, goes		

PRONUNCIATION LESSONS (OPTIONAL)

These Pronunciation Lessons are optional. The goal is to improve students' awareness of the pronunciation rules of Standard American English and to improve comprehensibility and fluency in speaking. Each lesson presents a new pronunciation feature, accompanied by audio for repetition and additional speaking or listening exercises for practice.

UNIT 1

Sentence stress and intonation: review

Sentence stress

Remember: Content words are generally stressed in a sentence.

I've **ALWAYS DREAMED** about **BEING** a **PHOTOGRAPHER**.
You've been **TALKING** about **DOING** that for **YEARS**!
Have you **EVER THOUGHT** about a **CAREER** in **LAW**?

Content words

nouns	photographer, Robert, career
verbs	think, study, discuss
adjectives	important, young, successful
adverbs	carefully, ever, recently
possessive pronouns	ours, yours, theirs
demonstrative pronouns	this, that, these
reflexive pronouns	myself, yourself, ourselves
interrogative pronouns	who, what, why

In compound nouns, stress only the first word.

She has just been accepted to a top **BUSINESS school**.
Have you made any progress with your **JOB search**?

Intonation

Lower pitch after the stressed syllable in the last stressed word in statements, commands, and information questions. Raise pitch after the last stressed syllable in yes/no questions.

I love the outdoors, so I've decided to become a naturalist. What's stopping you?

Tell me something about your experience. BUT Have you made plans to get married?

If the last syllable in the sentence is stressed, lengthen the vowel and lower pitch. In yes/no questions, lengthen the vowel and raise pitch.

I just gave notice at the bank. Have you decided on a career?

(Continued on page 135)

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 Sentence stress and intonation: review

Suggested time: 10 minutes | Your time:

- Read the title of the chart. Ask volunteers to explain the meaning of *sentence stress* and *intonation*. (Sentence stress refers to the words that are emphasized in a sentence. Intonation refers to the rising or falling tone the speaker uses.)
- Under **Sentence stress**, read the **Remember** rule about content words. Elicit the meaning of *content words.* (words that carry the basic meaning of a sentence)
- Bring Ss' attention to the **Content words** note. Have them read the categories and examples of content words silently. For further review, have Ss suggest additional words for each category.
- Have Ss look at the example sentences. Point out that capital letters are used to show which words are stressed. Read the example sentences, stressing the capitalized content words. Ask Ss to repeat. Listen for the correct word stress.
- Tell Ss to look at the note about compound nouns. Elicit the meaning of *compound nouns.* (nouns made up of two or more words) Read the examples aloud, stressing the word in all caps. Point out that the large dot above a capitalized word shows which syllable gets the most stress. Ask Ss to repeat.
- Elicit additional compound nouns Ss are familiar with. (For example: dream job, traffic jam, smartphone) Make sure Ss stress on the first word of each compound noun as they say them aloud.
- Read the first rule under **Intonation**. If necessary, review that *pitch* refers to how high or low a sound is.
- Ask Ss to look at the examples. Explain that a falling line indicates lower pitch. A rising line indicates higher pitch.
- Point out that the last stressed word in a sentence is usually the last content word. Ask:
  What is the last stressed word in each example sentence? (naturalist, stopping, experience, married)
  What type of sentence is each example? (statement, information question, imperative, *yes / no* question)
- Write a quick summary of the intonation rules on the board:

  statements, *imperatives*, *information questions* } *lower pitch after last stressed syllable*

  yes / no questions } *raise pitch after last stressed syllable*
- Read the example sentences. Have Ss repeat. Listen for the correct intonation.
- Read the second rule about intonation. Explain that an arrow pointing downward indicates a lengthened vowel and lowering pitch, and an arrow pointing upward indicates a lengthened vowel and rising pitch.
- Read the example sentences. Have Ss repeat. Listen for correct falling and rising intonation.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat. Make sure Ss stress the content words and use the correct intonation.

B Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen. Then have them listen and repeat. Make sure Ss stress the content words and use the correct intonation.

C Circle the content words.

Suggested time: 5 minutes | Your time:

- Have Ss circle the content words individually.
- Go over the answers as a class.

Now practice reading . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

TEACHING TIP To build Ss' confidence, make sure they have ample practice before reading the sentences aloud. Ss will say the item aloud when they hear the item number and then will hear the speaker say the same item immediately after.

D Circle the last stressed content word . . .

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Ask them to underline any compound nouns. (1. travel agency; 3. tourism industry; 6. flight attendant) Then have Ss circle the last stressed content words individually. Go over answers as a class.
- Call on Ss to identify each type of sentence as a statement, an imperative, an information question, or a *yes / no* question. (1. statement; 2. statement; 3. *yes / no* question; 4. information question; 5. imperative; 6. *yes / no* question; 7. *yes / no* question)
- Elicit the intonation pattern in each item based on that information. (Ss lower pitch after the last stressed syllable in statements, imperatives, and information questions, and raise pitch in *yes / no* questions.)

Now practice reading . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

OPTION (+15 minutes) To provide more practice, refer Ss to the conversation in Zoom-In on page 2. Have pairs read the conversation aloud, paying attention to the content words and intonation patterns for the different sentence types. Then have Ss listen to the conversation to compare their reading.

UNIT 2 Emphatic stress and pitch to express emotion

Suggested time: 5 minutes | Your time:

- Read the rule. Point out that the higher the intensity of the emotion, the more emphatic the stress and the higher the pitch. Add that the pitch used to express intensity of emotion varies with each individual speaker.
- Have Ss read the example sentences silently and identify the emotion each one expresses. (Possible answers, first column: regret, distress, anger or confusion; second column: disbelief or anger, happiness, gratitude)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct use of emphatic stress and higher pitch on the words in all caps in the chart above.

B Practice reading each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss preview the items and identify the emotion each sentence expresses. (Possible answers: 1. concern or surprise; 2. concern; 3. regret or distress; 4. surprise or anger; 5. confusion; 6. anger or concern; 7. anger)
- In pairs, have Ss take turns reading the sentences, using the appropriate intonation.
- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

EXTENSION (+10 minutes) Write these emotions on the board: *joy, disbelief, anger, gratitude, confusion.* Tell Ss to write five sentences expressing each of the emotions. In pairs, have them take turns reading their sentences, using stress and pitch to indicate intensity of emotion. Monitor as Ss work and listen for the appropriate pronunciation.

A Listen and practice.

1 I've always dreamed about being a photographer.
2 You've been talking about doing that for years!
3 Have you ever thought about a career in law?

B Listen and practice.

1 I love the outdoors, so I've decided to become a naturalist.
2 Tell me something about your experience.
3 What's stopping you?
4 Have you made plans to get married?
5 I just gave notice at the bank.
6 Have you decided on a career?

C Circle the content words.

1 It was very difficult for Dan to hide his disappointment.
2 He was rejected by two law schools.
3 What does he plan to do now?
4 He just accepted a position teaching math at the university.
5 MediLabs has an opening for a junior lab specialist.

Now practice reading each sentence aloud. Listen to compare.*

D Circle the last stressed content word in each sentence.

1 He wants to start his own travel agency.
2 I don't really know how to get started.
3 Do I need to have experience in the tourism industry?
4 Why are you looking for a change?
5 Tell me about your plans for the coming year.
6 Do you want to become a flight attendant?
7 Have you applied for that job?

Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to compare.*

NOTE: Whenever you see a listening activity with an asterisk (*), say each word, phrase, or sentence in the pause after the number. Then listen for confirmation.

UNIT 2

Emphatic stress and pitch to express emotion

Use emphatic stress and higher pitch on content words to indicate intensity of emotion.

I'm **SO SORRY**!
I'm **REALLY UPSET**!
What do you **MEAN**?
How could you **DO** that?
What **GREAT NEWS**!
Thank you **SO MUCH**!

A Listen and practice.

1 I'm so sorry!
2 I'm really upset!
3 What do you mean?
4 How could you do that?
5 What great news!
6 Thank you so much!

B Practice reading each sentence aloud, using intonation to express emotion. Listen to compare.*

1 **JOHN**, what **HAPPENED**?
2 You look **WORRIED**.
3 I feel **JUST TERRIBLE**!
4 How did **THAT** happen?
5 Why didn't you slow **DOWN**?
6 We could have been **KILLED**!
7 How could you **SAY** that?

(End of lesson)

UNIT 3

Vowel reduction to /ə/

Remember: The /u/ sound in the function word to is often reduced to /ə/ in spoken English.

We tried **to** cheer him up. /tə/
They were scared **to** death. /tə/
It was starting **to** get me down. /tə/
You just need **to** give it a little more time. /tə/

Do not reduce the /u/ sound when to comes before another /ə/ sound.

/tə/ /tu/
She was trying **to email** a message **to a** friend.

When to occurs before her or him, you can say it two ways (Note the change in syllable stress, too):

Use /tə/ and pronounce /h/ → I sent it **to her** yesterday. /tə'hər/
Use /tu/ and drop /h/ → I sent it **to her** yesterday. /'tuər/

In the phrases have to, ought to, and be going to, /u/ generally reduces to /ə/, and there are often other sound changes.

I didn't **have to** walk very far. /hæftə/
You really **ought to** be careful next time. /ɔṭə/
We're definitely **going to** take a cell phone on our next trip. /gʌnə/

Function words

prepositions	of, from, at, to
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**.

A **Listen and practice.**

1 We tried to cheer him up.
2 They were scared to death.
3 It was starting to get me down.
4 You just need to give it a little more time.
5 She was trying to email a message to a friend.
6 I sent it to her yesterday.
7 I sent it to her yesterday.
8 I didn't have to walk very far.
9 You really ought to be careful next time.
10 We're definitely going to take a cell phone on our next trip.

B **Circle the words in the following sentences that you think contain sounds that will be reduced, according to what you have learned about vowel reduction.**

1 I'm learning (to) sail my ship.
2 They had sent an SOS text message from a cell phone (to) a friend in London.
3 They got several messages telling them (to) be strong.
4 The helicopters had been unable (to) take off because of the severe weather.
5 You ought (to) tell your brother that you can't talk to him right now.
6 Don't let it get (to) you.
7 I'm going (to) refuse (to) give up.
8 We have (to) keep trying, no matter how tired we are.

Now practice reading each sentence aloud and listen to compare.*

(End of lesson)

UNIT 3 Vowel reduction to /ə/

Suggested time: 10 minutes | Your time:

- Write */ə/* on the board. Explain that this is called a "schwa" and is the pronunciation symbol for the sound "uh." Have Ss repeat the sound after you a few times to get comfortable with the short, neutral pronunciation.
- Point out that the schwa can be represented by any vowel in writing. On the board, write these words and underline the vowels as shown:

  a: <u>a</u>luminum
  e: th<u>e</u>
  i: dec<u>i</u>mal
  o: intr<u>o</u>duce
  u: medi<u>u</u>m
  y: s<u>y</u>ringe

  Read each word aloud with the appropriate schwa sound and have Ss repeat.
- Write /u/ on the board. Explain that this is the pronunciation symbol for the sound "oo." Have Ss repeat the sound after you a few times to get comfortable with the long, rounded pronunciation.
- Read the first rule in the chart. Write on the board: /tu/ and /tə/. Have Ss practice both pronunciations several times. Then ask volunteers to read the example sentences with the reduced pronunciation of *to*. Correct as necessary and have Ss repeat.
- Read the second rule and the example sentence. Point out the schwa in the word *a* (in the phrase *to a friend*). Have Ss repeat the sentence. Listen for the correct pronunciation of the word *to*.
- Read the third rule. Read each of the two explanations and the corresponding example sentences. Ask Ss to repeat. Make sure they pronounce the "h" sound in the first sentence and not in the second.
- Read the last rule. Review the meaning of the modal phrases: *have to* means *need to*, *ought to* means *should,* and *be going to* is a future form.
- Then read the example sentences. To contrast the two forms of *to*, before each example sentence, say the modal phrase using the strong form. (have to: /hæv tu/; ought to: /ɔt tu/; going to: /goʊɪŋ tu/) Then read the sentence with the weak form, using the schwa sound. Ask Ss to repeat the sentences.
- Finally, direct Ss' attention to the **Function words** note. Tell Ss that function words are usually unstressed and reduced in everyday speech. The vowel sound is often reduced to the schwa. Also, in pronouns and auxiliary verbs beginning with "h," such as *he, her,* and *have*, the /h/ sound is often dropped.
- Read the **Be careful!** note that explains when auxiliary verbs are stressed. Then read the examples and have Ss repeat. Listen for stress of the auxiliaries in these sentences.

LANGUAGE NOTE The schwa is an unstressed, mid-central vowel sound that requires the lips, tongue, and jaw to be completely relaxed. It's the most common vowel sound in English. To draw the symbol, make an upside-down "e" that opens on the left.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct pronunciation of *to* in each sentence. Make sure Ss drop the /h/ sound when appropriate.

B Circle the words . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare their answers in pairs. Refer them to the rules in the chart if they need help.

Now practice reading . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.
- If Ss had difficulty differentiating between unstressed and stressed sounds, go over the sentences and elicit the words with reduced sounds.

EXTENSION (+15 minutes) Write these sentences on the board:
1. He wants to give the tickets to us.
2. I forwarded the message to him yesterday.
3. The letter was addressed to me.
4. They ought to go to Rome for a vacation.
5. We have to finish the report by tomorrow.
6. Jerry sent the manuscript to her house.
7. I'm going to look up this word in a dictionary.
Invite volunteers to come to the board and write the appropriate /tu/ or /tə/ above each instance of the word *to*. Then have them read the sentence to the class. Ask them to also explain when there are two possible ways of pronouncing *to* and discuss other pronunciation changes in the sentence. (1. /tə/, /tu/; 2. /tə/ + /h/ OR /tu/ + /ə/; 3. /tə/; 4. /tə/, /tə/; 5. /tə/; 6. /tə/ + /h/ OR /tu/ + /ə/; 7. /tə/)
Correct as necessary.

UNIT 4 Shifting emphatic stress

Suggested time: 5 minutes | Your time:

- Read the rule. Point out that the meaning of a sentence can change depending on the placement of the emphatic stress.
- Invite a volunteer to read the first conversation with you. Play the role of Speaker B. Then have Ss repeat B's line. Listen for stress on the word *enough*.
- Read the remaining conversations with different volunteers so that Ss note the shifting emphatic stress.
- Bring the class together. Elicit the meaning of the emphatic stress in each conversation. (In conversations 1 and 2 in the first column, the emphasis on the adverbs *enough* and *too* is to contrast the degree to which speakers A and B are critical of other people. In conversation 3, the emphasis on the pronoun *I'm* is to express that speaker B is more critical. In conversation 4, the focus on the verb *think* is to show that the person isn't sure whether he or she is too critical.)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct emphatic stress in each statement.

OPTION (+5 minutes) Have Ss read the conversations in the chart in pairs. Have them switch roles and practice the conversations again so that each partner practices saying the responses with emphatic stress.

B Study each conversation . . .

Suggested time: 7 minutes | Your time:

- Give Ss a minute to preview the statements and note the emphatic stress.

Now practice reading . . .

- Play the audio. Have Ss read the response in the pause after the number and then listen to check their pronunciation.
- In pairs, have Ss practice each conversation. Ask Ss to switch roles so each partner practices emphatic stress in the responses.
- Bring the class together. Read the statements in each item and call on Ss to read the responses. Listen for the correct emphatic stress in each response. Correct as necessary.

CHALLENGE (+5 minutes) For further practice, tell Ss to read the conversations again in pairs, placing emphatic stress on different key words. Discuss how the meaning of a sentence changes when the emphatic stress is changed.

EXTENSION (+15 minutes) To provide more practice, refer Ss to the conversation in Zoom-In on page 34. Have pairs read the conversation aloud, placing emphatic stress on key words. Tell Ss to underline the words they put stress on. Then have them listen to the conversation to compare their reading.

UNIT 4

Shifting emphatic stress

You can shift stress within a sentence to change emphasis. Place emphatic stress on key words to get your meaning across.

A: I think I'm too critical of other people.
B: Really? I don't think I'm critical **ENOUGH**.

A: I don't think I'm critical enough.
B: Really? I think I'm **TOO** critical.

A: I think I'm too critical of other people.
B: I don't see you that way at all. **I'M** too critical.

A: I think I'm too critical of other people.
B: Really? Not me . . . At least I don't **THINK** I'm too critical.

A **Listen and practice.**

1 I don't think I'm critical **ENOUGH**.
2 I think I'm **TOO** critical.
3 **I'M** too critical.
4 I don't **THINK** I'm too critical.

B **Study each conversation, paying attention to emphatic stress.**

1 "You know what my problem is? I'm a perfectionist."
RESPONSE: Well, **I'M** just the opposite.
2 "You know what my problem is? I'm a perfectionist."
RESPONSE: Not **ME**. I'm just the **OPPOSITE**.
3 "What set Sam off this morning?"
RESPONSE: I have **NO** idea. But he's **ALWAYS** angry about **SOMETHING**.
4 "Why did Sam tell Paul off in front of everyone?"
RESPONSE: It's **JUST** the way he is. He's always **ANGRY** about something.
5 "Why was Judy so angry this morning?"
RESPONSE: I don't know. I've **NEVER** seen her lose her **COOL** like that.
6 "Can you believe how angry Judy was this morning?"
RESPONSE: Not **REALLY**. I've **NEVER** seen her lose her cool like **THAT**.

Now practice reading each response aloud, using emphatic stress as shown. Listen to compare.*

(End of lesson)

UNIT 5

Intonation of sarcasm

Saying the opposite of what you mean in order to show that you don't think a joke is funny is a type of sarcasm. When someone thinks a joke is funny, the response is usually said with raised pitch. The same response can convey sarcasm if it is said with flattened pitch and at a slower pace.

Pleasure	Sarcasm
 How funny! (= It's funny.)	How funny. (= It's not funny.)
 That's hysterical! (= It's funny.)	That's hysterical. (= It's not funny.)
 That's terrific! (= It's great.)	That's terrific. (= It's not great.)
 I love it! (= It's great.)	I love it. (= It's not great.)

A **Listen and practice.**

1. How funny! / How funny.
2. That's hysterical! / That's hysterical
3. That's terrific! / That's terrific.
4. I love it! / I love it.

B **Practice saying each statement two ways, first with intonation showing pleasure and then sarcasm. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

1. That's hilarious! / That's hilarious.
2. That's so funny! / That's so funny.
3. What a funny story! / What a funny story.
4. That's great! / That's great.
5. That's too much! / That's too much.
6. That really made me laugh! / That really made me laugh.

(End of lesson)

UNIT 5 Intonation of sarcasm

Suggested time: 5 minutes | Your time:

- Read the title of the chart. Elicit the meaning of *sarcasm*. (saying the opposite of what you mean)
- Write on the board: *Nice shirt*. Read the sentence two ways, first with raised pitch to convey pleasure and then with flattened pitch and at a slower pace to convey sarcasm.
- Ask, *Which comment was sarcastic—the first or the second?* (the second) *How do you know?* (lower, flattened pitch and a slower pace)
- Read the rule. Elicit or explain that a "flattened" pitch means a low tone of voice, without stressing any word. Give Ss a minute to review the pairs of example sentences and their meanings. Then read each comment two ways for Ss to note the differences.

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- Point out that, while there are tips for the intonation of sarcasm, there is no one correct way to communicate a sarcastic remark. While one person may be overtly sarcastic, another may be much more subtle, possibly to the point of leaving the listener uncertain whether or not the speaker is being serious.
- Body language, such as rolling one's eyes or making a facial expression, may also accompany a sarcastic remark. In addition to pitch, body language helps the listener interpret sarcasm.

A Listen and practice.

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for contrasting pitch and pace to convey pleasure and sarcasm.
- Invite volunteers to read the contrasting sentences for the class.

B Practice saying each statement . . .

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the sentences and predict the intonation in each.
- In pairs, have Ss take turns practicing the pairs of sentences. Monitor. Make sure each partner practices each item aloud.
- Play the audio. Have Ss read the pairs of sentences in the pause after the number and then listen to check their pronunciation. Remind them their pronunciation may differ from the pronunciation in the audio.

EXTENSION (+15 minutes) For more practice, have pairs tell each other jokes. Have Ss respond with one of the sentences in Exercise B. The intonation of the response should indicate whether the listener thought the joke was funny or not.

EXTENSION (+15 minutes) In pairs, have Ss create short conversations using the intonation of sarcasm. For example:

A: Nice job on that presentation. [sarcastic tone]

B: I know. It was horrible, wasn't it? I really had no time to prepare.

Invite pairs to present their conversations to the class. After each presentation, ask Ss to use a different intonation to make the sarcastic remark express pleasure.

UNIT 6 Regular past participle endings

Suggested time: 10 minutes | Your time:

- Write the following on the board:
  zzzzzzz
  sssssssss
- Tell Ss to put their fingers on their Adam's apple at the front of their throat and repeat the *zzzzzzz* and *sssssss* sounds after you. Ask, *What difference do you notice between the two sounds?* (There is vibration with the *zzzzzzz* sound. There is no vibration with the *sssssss* sound.) Tell Ss that the *zzzzzzz* sound is called a voiced sound and the *sssssss* sound is called a voiceless sound. Clarify the difference between voiced and voiceless sounds: *Your vocal cords vibrate for voiced sounds but don't vibrate for voiceless sounds.*
- Read the **With voiced sounds** example verbs and have the class repeat with their books closed. Make sure Ss hear the /d/ sound of the *-ed* ending and feel the vibration of the voiced sound. Then read the **With voiceless sounds** example verbs and have the class repeat. Make sure Ss hear the /t/ sound of the *-ed* ending and notice the absence of vibration with the unvoiced sound.
- Have Ss open their books. Read the first rule in the chart.
- Read the rule under **With voiced sounds**. Ask Ss to put their fingers on the front of their throat and elicit the base forms of the example verbs: *move, cancel, describe, stay, agree*. Have Ss notice the vibration with the voiced sounds. Then say the verbs in the past and have Ss repeat. Make sure they pronounce the *-ed* ending as /d/.
- Read the rule under **With voiceless sounds**. Ask Ss to put their fingers on the front of their throat again and elicit the base forms of the example verbs: *help, ask, crush, watch*. Have Ss notice the absence of vibration with the voiceless endings. Then say the verbs in the past and have Ss repeat. Make sure they pronounce the *-ed* ending as /t/.
- Read the final rule. Have Ss repeat each word after you. Focus on the linking of the final /t/ or /d/ sound with the *-ed* ending.
- Have Ss look at the lists under **Voiced sounds** and **Voiceless sounds**. Suggest or elicit a regular verb whose base form ends in each sound. (Possible answers: **Voiced consonant sounds:** rob, rig, breathe, love, raise, rouge, change, farm, clean, ring, fire, call; **Voiced vowel sounds:** There are few high-frequency verbs that end in the short vowel sounds. /i/ ski, /ei/ play, /ɔ/ thaw, /oʊ/ veto, /u/ view; **Voiceless sounds:** hop, like, tooth, roof, kiss, finish, match, state) Then have pairs say the past participles aloud to each other, making sure their partner can hear the difference between the voiced and voiceless sounds at the end of each base form.
- To check Ss' understanding, write these words on the board: *laughed, stated, yelled, tamed, missed, loaded.*
- Read the words with the correct pronunciation of the *-ed* ending and have Ss repeat. (laughed: /t/; stated: /ɪd/; yelled: /d/; tamed: /d/; missed: /t/; loaded: /ɪd/) If Ss are unsure, have them focus on the final sound of each base form. Review that the final sounds in the base forms of *yelled* and *tamed* are voiced, and the *-ed* ending is pronounced /d/. The final sounds in the base forms of *laughed* and *missed* are voiceless, and the *-ed* ending is pronounced /t/. The final sounds in the base forms of *stated* and *loaded* are pronounced /t/ and /d/, and the *-ed* ending is pronounced /ɪd/.

Reduction in perfect modals

Suggested time: 10 minutes | Your time:

- Have Ss study the rule and the example sentences. Then read the sentences aloud, reducing the perfect modals, for Ss to note the reduction.
- Direct attention to the **Perfect modals** note. Read each perfect modal, pronouncing *have* as /əv/ to show reduction of the auxiliary *have*. Ask Ss to repeat.
- Elicit sentences using the perfect modals listed + a past participle. Encourage Ss to use regular past participles with *-ed* endings (rather than irregular verbs like *gone*) for additional pronunciation practice. As an example, write this sentence on the board: *I could have walked home, but I was too late.*

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct pronunciation of the *-ed* ending in each word.

B Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct reduction of the perfect modals in each sentence.

C Circle the correct pronunciation . . .

Suggested time: 5 minutes | Your time:

- First, have Ss focus on the sound at the end of each base form. Then have them circle the correct pronunciation of the *-ed* ending.
- To go over answers, ask volunteers to read the verbs to the class. Then elicit the ending sound. If necessary, have Ss review the information in the chart above.

Now practice saying . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

UNIT 6

Regular past participle endings

There are three pronunciations of the past participle ending -ed, depending on the final sound of the base form of the verb.

Voiced sounds			Voiceless sounds	
/b/	/n/	/æ/	/p/	/s/
/g/	/ŋ/	/ɑ/	/k/	/ʃ/
/ð/	/r/	/ɔ/	/θ/	/ʧ/
/v/	/l/	/oʊ/	/f/	/t/
/z/	/i/	/ʊ/		
/ʒ/	/ɪ/	/u/		
/ʤ/	/eɪ/	/ʌ/		
/m/	/ɛ/	/d/		

With voiced sounds (except /d/)

When the base form ends with a voiced sound, pronounce the -ed ending as /d/.

moved canceled described stayed agreed

With voiceless sounds (except /t/)

When the base form ends with a voiceless sound, pronounce the -ed ending as /t/.

helped asked crushed watched

HOWEVER: When the base form ends with the sound /t/ or /d/, pronounce the -ed ending as a new syllable: /ɪd/ or /əd/. In American English, the final sound before the -ed ending is always /ɾ/, no matter whether the base form ended in the sound /t/ or /d/. Link /ɾ/ with the -ed ending.

wai ted	→	/weiɾɪd/	nee ded	→	/niɾɪd/
re por ted	→	/rɪpɔrɾɪd/	in clud ed	→	/ɪnkluɾɪd/

Reduction in perfect modals

The auxiliary have in perfect modals is generally reduced. The /h/ is dropped and /æ/ is reduced to /ə/.

/wʊɾəv/
If I'd looked at the expiration date, I **would have** renewed my passport.

/maɪɾəv/
If I weren't Japanese, I **might have** needed a visa to enter the country.

/wʊɾənəv/
If we'd left on time, we **wouldn't have** missed our flight.

Perfect modals
would have
could have
should have
might have
may have
} + [past participle]

A Listen and practice.

1 moved
2 canceled
3 described
4 stayed
5 agreed
6 helped
7 asked
8 crushed
9 watched
10 waited
11 reported
12 needed
13 included

B Listen and practice.

1 If I'd looked at the expiration date, I would have renewed my passport.
2 If I weren't Japanese, I might have needed a visa to enter the country.
3 If we'd left on time, we wouldn't have missed our flight.

C Circle the correct pronunciation of each -ed ending.

1	avoided	(/ɪd/)	/t/	/d/	9	promised	/ɪd/	(/t/)	/d/
2	looked	/ɪd/	(/t/)	/d/	10	covered	/ɪd/	/t/	(/d/)
3	summarized	/ɪd/	/t/	(/d/)	11	added	(/ɪd/)	/t/	/d/
4	arrived	/ɪd/	/t/	(/d/)	12	changed	/ɪd/	/t/	(/d/)
5	owed	/ɪd/	/t/	(/d/)	13	reported	(/ɪd/)	/t/	/d/
6	ruined	/ɪd/	/t/	(/d/)	14	discussed	/ɪd/	(/t/)	/d/
7	kicked	/ɪd/	(/t/)	/d/	15	investigated	(/ɪd/)	/t/	/d/
8	refunded	(/ɪd/)	/t/	/d/	16	enjoyed	/ɪd/	/t/	(/d/)

Now practice saying each word aloud and listen to compare.*

(End of lesson)

D **Practice saying each sentence aloud, paying attention to reductions. Listen to compare.***

1 If I'd put my passport in my briefcase, it wouldn't have gotten lost.
2 If you'd checked the luggage limits, you might have avoided extra charges.
3 If my friend's luggage hadn't gotten stolen, he could have gone on the sightseeing tour.
4 I probably wouldn't have missed my flight if I had come on time.
5 If they'd taken a few simple precautions, their luggage might not have gotten stolen.

UNIT 7

Linking sounds

Link plural noun endings to the first sound in the word that follows.

Superstitions about animals are very common. /supər'stɪʃənzəbaʊt/
Some say rats leaving a ship will cause it to sink. /ræt͡s 'slivɪŋ/

Link third-person singular endings to the first sound in the word that follows.

A belief in a superstition often results in fear. /rɪ'zʌlt͡sɪn/

Remember: There are three different sounds for the endings of plural nouns and third-person singular verbs.

/z/	/s/	/ɪz/
diamonds	results	promises
superstitions	sharks	noises
bottles	types	matches
believes	beliefs	wishes
dreams	sleeps	judges

A **Listen and practice.**

1 Superstitions about animals are very common.
2 Some say rats leaving a ship will cause it to sink.
3 A belief in a superstition often results in fear.

B **Practice reading each sentence aloud, paying attention to the linking sounds you have learned. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

1 A frog brings good luck to the house it enters.
2 Babies born with teeth become extremely selfish.
3 An itchy nose means you'll have a fight.
4 A lucky charm protects against the evil eye.
5 She keeps a large bowl of water near the front door.
6 Superstitions can be found in every culture.
7 A company claims to have invented a machine that allows people to talk with their pets.
8 Some fears are hard to overcome.
9 My sister believes in ghosts, avoids black cats, and carries a lucky charm in her pocket.

(End of lesson)

D Practice saying each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss scan the sentences and underline the perfect modals. (1. wouldn't have; 2. might have; 3. could have; 4. wouldn't have; 5. might not have) Then have them look at the past participle that follows each perfect modal and circle the past participles that end in *-ed*. (2. avoided; 4. missed)
- In pairs, have Ss practice saying the sentences aloud, paying attention to the reductions and the pronunciation of the *-ed* endings. Monitor and correct pronunciation as needed.
- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

UNIT 7 Linking sounds

Suggested time: 10 minutes | Your time:

- Write on the board: /z/, /s/, and /ɪz/. Elicit or produce the sound of each symbol.
- Then draw Ss' attention to the lists under the **Remember** note. Ask volunteers to read the words in each column. Correct pronunciation as needed. If necessary, have Ss repeat the final sound in each word to hear the difference in the endings. Then read the rule in the **Remember** note itself.
- Have Ss study the first rule and the example sentences. Read each sentence and have Ss repeat.
- Tell Ss to study the second rule and the example sentence. Read the example sentence and have Ss repeat.

OPTION (+10 minutes) For additional practice in linking the /z/ sound to the first sound in the word that follows, write on the board:

Superstitions about animals are popular in this country.

I recycled the bottles last night.

Have Ss repeat.

For additional practice in linking the /s/ and /ɪz/ sounds to the first sound in the word that follows, write on the board:

The dog sleeps on the kitchen floor.

My shirt matches my shoes.

Have Ss repeat.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Make sure Ss are linking the *-s* endings to the next word in each sentence.

B Practice reading each sentence . . .

Suggested time: 5 minutes | Your time:

- First, have Ss scan the sentences and underline the plural nouns and third-person singular verbs. Then tell Ss to circle the sounds in each sentence that should be linked. Go over answers as a class. (Linking sounds are indicated by underlining. 1. brings good; 2. Babies born; 3. means you'll; 4. protects against; 5. keeps a; 6. Superstitions can; 7. claims to, allows people; 8. fears are; 9. believes in, avoids black, carries a)
- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.
- In pairs, have Ss practice saying the sentences aloud, paying attention to the linking sounds. Monitor and correct pronunciation as needed.

CHALLENGE (+15 minutes) Draw this chart on the board:

/z/, /s/, /ɪz/ *+ vowel sound*	/z/, /s/, /ɪz/ *+ consonant sound*

First, have pairs find and circle examples of linking sounds in Exercise A. Then have Ss write the examples and the ones they circled in Exercise B in the correct column in the chart. (Possible answers, + vowel sound: Superstitions about, animals are, fears are, believes in, carries a, results in, protects against, keeps a; + consonant sound: rats leaving, brings good, Babies born, means you'll, Superstitions can, claims to, allows people, avoids black)

UNIT 8 Emphatic stress with auxiliary verbs

Suggested time: 10 minutes | Your time:

- Read the rule. Then model the first conversation with a volunteer. Have the volunteer read Speaker A's line; read Speaker B's line using emphatic stress on *is*. Then read the B line again and have Ss repeat. Ask, *Does the person confirm or contradict?* (The person confirms that Jennifer Lawrence has a successful acting career.)
- Read the next three conversations with different volunteers. After each reading, ask, *Does the person confirm or contradict?* (Only the fourth conversation contradicts: *I really DON'T like coffee.*)
- Then read the **Remember** note and model the conversation with another volunteer.
- To illustrate adding the auxiliary *did* in the simple past tense, write on the board:
  A: You didn't like the movie, did you?
  B: Actually, I DID like it.
- Then read this conversation with another volunteer.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct placement of the emphatic stress in each sentence.

B Practice responding . . .

Suggested time: 5 minutes | Your time:

- First, have Ss scan the sentences and underline the auxiliary verb in each response. Check answers as a class. (1. does; 2. doesn't; 3. can't; 4. do; 5. does; 6. is; 7. should; 8. have)
- Play the audio. Have Ss read the response in the pause after the number and then listen to check their pronunciation.

OPTION (+5 minutes) Elicit if each response in Exercise B is confirming or contradicting.
(1. confirming; 2. confirming; 3. contradicting; 4. confirming; 5. confirming; 6. contradicting; 7. confirming; 8. contradicting)

OPTION (+5 minutes) In pairs, have Ss read the conversations, using correct emphatic stress in the response. Have Ss switch roles so that both partners practice saying the responses.

CHALLENGE (+15 minutes) Have Ss work in pairs to make up mini-conversations, following the models in the chart. Then have them read the conversations to the class, using emphatic stress to confirm or contradict.

UNIT 8

Emphatic stress with auxiliary verbs

Use emphatic stress on an auxiliary verb to confirm or contradict.

A: Do you think Jennifer Lawrence has a successful acting career?
B: I think so. She **IS** getting a lot of lead roles these days.

A: I wonder if I should take French lessons.
B: Great idea! I think you **SHOULD** learn French.

A: Have you eaten at the Blue Moon Café before?
B: Actually, I think I **HAVE** eaten there before.

A: Jan says you love coffee. Is that true?
B: Not at all. I really **DON'T** like coffee.

Remember: The auxiliary do needs to be added for emphatic stress in affirmative statements in the simple present or past tense.

A: Jan says you love coffee. Is that true?
B: Yes, it is. I really **DO** like coffee.

A **Listen and practice.**

1 She **IS** getting a lot of lead roles these days.
2 I think you **SHOULD** learn French.
3 Actually, I think I **HAVE** eaten there before.
4 I really **DON'T** like coffee.
5 I really **DO** like coffee.

B **Practice responding to each speaker, using emphatic stress on the auxiliary verb. Listen to compare.***

1 "I think Olivia's a great cook."
RESPONSE: I agree. She does make great food.

2 "Your husband doesn't dance very well."
RESPONSE: That's true. He really doesn't dance well.

3 "Can you eat seafood?"
RESPONSE: Actually, I can't eat seafood. I'm allergic to it.

4 "Your cousins are hysterical!"
RESPONSE: I agree. They really do tell a lot of funny jokes.

5 "Ana's report is late again."
RESPONSE: Well, she does tend to procrastinate.

6 "Does Gary have a head for figures?"
RESPONSE: No. But he is taking a math class on Tuesday evenings.

7 "I think it's time to tell everyone you're going to quit."
RESPONSE: You're right. I should tell them sooner rather than later.

8 "Have you made up your mind yet?"
RESPONSE: No. But I have been thinking about it.

(End of lesson)

UNIT 9

Reading aloud

Because it's more difficult to understand language when it's read rather than spoken in conversation, read with a regular rhythm and use fewer sound reductions. If there's a title, state it separately with falling intonation. Pause at all punctuation. Separate sentences into "thought groups," pausing after each one. Pause slightly longer between sentences.

Envisioning the Future

In the 1960s, / only large institutions, / such as banks, / corporations, / and the military, / had computers. // They were expensive, / slow, / and very large— / requiring a special air-conditioned room— / and access to them was limited / to only a few people. // In the 1970s, / computer prices came down / and then small businesses began to use them. // Nevertheless, / in 1977, / the CEO and founder of Digital Equipment, / Kenneth Olsen, / predicted that computers would never be used in the home.

A **Listen to the selection. Then practice reading it aloud.**

Envisioning the Future

In the 1960s, only large institutions, such as banks, corporations, and the military, had computers. They were expensive, slow, and very large—requiring a special air-conditioned room—and access to them was limited to only a few people. In the 1970s, computer prices came down and then small businesses began to use them. Nevertheless, in 1977, the CEO and founder of Digital Equipment, Kenneth Olsen, predicted that computers would never be used in the home.

B **Practice reading each selection aloud. Then listen to compare. (Note that thought groups can vary, so your choices may differ from what you hear on the audio.)**

1 **Birth of the Personal Computer**

In the early 80s, Steve Jobs and Bill Gates introduced the personal computer—the Macintosh and the IBM PC, respectively—which made computing at home possible. In 1983, Jobs gave a speech about the future, in which he predicted that, for most people, a great deal of time would be spent interacting with personal computers. He also predicted that, within ten years, computers in the office and at home would be connected so people would be able to use them to communicate.

2 **Predicting Social Media**

In 1999, Gates predicted that small devices would be carried around by everyone so that they could get instant information and stay in touch with others. He also claimed that, by the early twenty-first century, Internet communities would have been formed, based on one's interests or to connect with friends and family.

(End of lesson)

UNIT 9 Reading aloud

Suggested time: 10 minutes | Your time:

- To introduce the topic, ask, *What's the difference between reading aloud to an audience and reading to oneself?* (For example: When you read to yourself, you focus on understanding the text rather than on making sure others understand it.) *Do you prefer to read or listen to someone read? Why?*
- Read the rule to the class. Then have Ss read it to themselves. Ask, *Did you understand more when you read the explanation to yourselves or when I read it to you? Why do you think that is?*
- Have pairs practice reading the example selection to each other, using a regular rhythm, making fewer reductions, pausing at all punctuation and between the thought groups. Point out that the single slash (/) in the selection indicates a pause within a sentence while double slash (//) indicates a pause between sentences.
- Bring the class together and invite a volunteer to read the selection. Ask Ss to give feedback on the clarity of the reading. Suggest corrections and have Ss repeat after you.

A Listen to the selection . . .

Suggested time: 5 minutes | Your time:

- After listening to the selection, have pairs practice reading it to each other.

B Practice reading each selection . . .

Suggested time: 5 minutes | Your time:

- First, have Ss use slashes (/ or //) to mark necessary pauses in the selections, following the example in the chart.
- Then have pairs practice reading the selections to each other. Remind Ss to use a regular rhythm and to make appropriate pauses.
- Have Ss read the first selection aloud. Then play the selection so Ss can listen for confirmation. Repeat with the second selection.

CHALLENGE (+15 minutes) For more practice reading aloud, have pairs choose either a paragraph in Exercise F on page 95 or a paragraph in Exercise A on page 96. Tell pairs to read the paragraph aloud to each other, pausing at all punctuation and between thought groups. Remind Ss to state the title separately with falling intonation. Monitor and assist as needed. Then have Ss listen to each paragraph, to compare with their reading. Then create groups of four and have pairs read their articles to each other.

UNIT 10 Intonation of tag questions

Suggested time: 10 minutes | Your time:

- Tell Ss to study the first rule and example sentences. Then have pairs practice reading the sentences to each other, using correct intonation. If necessary, explain that the falling arrow indicates falling intonation. Monitor and offer feedback as needed.
- Have Ss study the second rule and example sentences. Then have pairs practice reading the sentences to each other, using correct intonation. If necessary, explain that the rising arrow indicates rising intonation. Monitor and offer feedback as needed.
- Write this sentence on the board:
  That's really wonderful, isn't it?
  Read the sentence two ways: First, say both the statement and tag question with falling intonation, and then say the statement with falling intonation and the tag question with rising intonation. Ask, *What does each intonation convey?* (The first intonation pattern anticipates agreement, and the second expects an answer to a genuine question.)
- To check understanding, read the example sentences to the class, varying intonation for anticipated agreement and for an expected answer. Have Ss identify the meaning each intonation expresses.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct stress and intonation of the tag question.

B Listen to the following tag questions. . . .

Suggested time: 5 minutes | Your time:

- To review, ask: *What intonation do you use in a tag question to anticipate agreement?* (Both statement and tag question are said with falling intonation.) *What intonation do you use when you expect an answer to a tag question?* (The statement is said with falling intonation, and the tag question is said with rising intonation.)
- Before Ss listen, have them read the items and note the checkboxes.
- Then have Ss listen to the tag questions and check the correct boxes.
- Tell Ss to compare answers with a partner. Then go over the answers as a class.

Now practice saying . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

C Practice saying each tag question . . .

Suggested time: 5 minutes | Your time:

- Have pairs practice saying each tag question two ways, using appropriate intonation.
- Play the audio. Have Ss read each tag question aloud two ways and then listen for confirmation.

UNIT 10

Intonation of tag questions

When a tag question follows a statement to which a speaker anticipates agreement, both the statement and the tag question are said with falling intonation. The main stress in the tag question falls on the auxiliary verb and not on the pronoun. Note that there is generally no pause at the comma.

It's really shocking, isn't it?

They'll come up with a solution, won't they?

It's not really surprising, is it?

She didn't speak out against that project, did she?

It really makes you feel angry, doesn't it?

When the tag question represents a genuine question to which the speaker expects an answer, the statement is said with falling intonation, but the tag question is said with rising intonation.

It's really shocking, isn't it?

They'll come up with a solution, won't they?

It's not really surprising, is it?

She didn't speak out against that project, did she?

It really makes you feel angry, doesn't it?

A **Listen and practice. (Each sentence is said two ways.)**

1 It's really shocking, isn't it?
2 It's not really surprising, is it?
3 It really makes you feel angry, doesn't it?
4 They'll come up with a solution, won't they?
5 She didn't speak out against that project, did she?

B **Listen to the following tag questions. Check to indicate if each one anticipates agreement or expects an answer.**

	Anticipates agreement	Expects an answer
1 That's really appalling, isn't it?	☑	☐
2 He's worried about his children, isn't he?	☑	☐
3 It really makes you feel good, doesn't it?	☑	☐
4 It wasn't really true, was it?	☐	☑
5 They're going to do something about that problem, aren't they?	☐	☑
6 It's not really important, is it?	☑	☐
7 You heard that on TV, didn't you?	☐	☑
8 You'll support us, won't you?	☐	☑

Now practice saying each tag question aloud and listen to compare.*

C **Practice saying each tag question two ways, first to express anticipated agreement and then to express a genuine question. Listen to compare.***

1 It really makes you stop and think, doesn't it?
2 They're concerned about global warming, aren't they?
3 The president's economic policy is effective, isn't it?
4 The benefits of globalization are very clear, aren't they?
5 The benefits of globalization aren't very clear, are they?
6 There's no turning back, is there?

(End of Pronunciation Lessons)

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 A formal cover letter

A WRITING SKILL | Study the rules.

The purpose of a cover letter is to express your interest in a position and to acquaint the employer with you. If a job ad provides instructions about what to include in your cover letter, be sure to follow the directions carefully. If you don't, you may not receive a response. Your cover letter can be sent in traditional paper form by mail, or as an email.

As an email

Use a formal email style, addressing the recipient in a salutation by his or her title and last name followed by a colon. Make paragraphs easy to read by separating them with a blank line space. If you already wrote a cover letter in traditional paper format, do not attach that document to your email. Instead, paste the digital version of the cover letter into the email so the recipient can see the information upon opening the email. However, do not include your résumé with the email message. Attach your résumé to your email as a separate file.

As a traditional paper letter

Follow the style used for other formal letters, as in the Writing Model. Use good quality paper and be neat. Proofread your letter carefully to be sure there are no spelling mistakes or typographical errors. Try to limit the letter to one page. With your cover letter on top, include your résumé on a separate sheet of paper in the same envelope.

Suggestions for an effective cover letter:

- Tell the employer why you are writing (in response to an ad, your interest in working at that particular company or institution, etc.).
- Say why you think you would be a good candidate (i.e., briefly state your qualifications.)
- Tell the employer how to contact you for follow-up or to schedule an interview.
- Do not include too much information about your life.

WRITING MODEL

Celina Ingram (your address)
95 River Road
Newtown, FL 32791

+1 555 887 7930 (other contact info)
celina.ingram@blue.net

March 30, 2022 (date)

Mr. Ian Howe
Human Resources
Clermont Greeting Cards
7200 Bay Blvd
Seattle, WA 32555
(recipient's address)

Dear Mr. Howe: (salutation)

I am writing in response to your advertisement on giantjob.com for the executive administrative assistant position at the Clermont Card Company in Seattle.

I have often bought Clermont greeting cards because of their positive messages and nice graphics, which is why I would be proud to work there. In addition, I believe I would be a good candidate because of my successful experience as an administrative assistant at Pinkerton Greeting Cards.

(a blank line space)

I have attached my résumé and the names and contact information of two managers here at Pinkerton who have offered to provide a recommendation.

If you agree that my experience and other qualifications make me a good candidate, please contact me at the address or email address above. As I will be moving to Seattle in two weeks, please contact me at my email address after April 15.

I look forward to hearing from you.

Cordially, (complimentary close)
Celina Ingram (signature)
Celina Ingram (typewritten name)

attachment (indicates another document included in the same envelope or email)

B PRACTICE | Read the email cover letter. On a separate sheet of paper, rewrite it, correcting errors in style and formality.

See page T144 for possible answers.

To: From: Re:

Hi, Bill—Just wanted u 2 know Im intersted in that great advertising copy writer job I saw listed in the want ads ☺. I think I'm the rite person 4 u. Here's why: I am 26 years old and graduated from Meecham College with a major in english. I have been working at Poco Cola in the advertising department for five years I am ready to move to a new company. My résumé is attached so you can see my qualifications. If you are interested in discussing the job, please email me at the address above to set up an interview. –Jon

C UNIT 1 WRITING TASK | On a separate sheet of paper, write a formal email or a traditional paper cover letter to an employer, expressing interest in a job. Create a job title that interests you and use the name of a real or a fictitious employer. Use real or invented information.

SELF-CHECK

- ☐ Does my letter have any spelling, punctuation, or typographical errors?
- ☐ Did I use formal letter writing conventions?
- ☐ Did I tell the employer the purpose of my letter?
- ☐ Did I say why I think I would be a good candidate?
- ☐ Did I tell the employer how to contact me for follow-up?

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 A formal cover letter

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Elicit the meaning of *cover letter.* (a letter that you send with your résumé to apply for a job position)
- Read the introduction beginning with *The purpose of . . ..* Then have Ss read silently about the two forms of cover letters.
- Bring the class back together and ask, *Which forms have you used? Which do you think is more common?* (Email is probably more common.)
- Bring Ss' attention to the **Writing Model.** Point out that there are variations in layout of formal letters. Some people center their address at the top. Others set it to the right, as in the model. Some people indent paragraphs. Others set a line space above each new paragraph.
- Have Ss note the parts of the cover letter. Elicit the meaning of *salutation* (a greeting you use at the beginning of a letter to address the person you are writing to) and *complimentary close* (a nice and formal way to end a letter). Ask Ss to number the five paragraphs.
- Read the first three bulleted points under **Suggestions for an effective cover letter.** Ask Ss which paragraphs in the **Writing Model** illustrate each point. (first bullet: paragraph 1, second bullet: paragraph 2, third bullet: paragraph 4)
- Read the last suggestion. Ask, *Why should you not include too much information about your life in a cover letter?* (Sharing too much about your personal life may seem unprofessional. Also, the employer likely receives several cover letters, so it's advisable to be brief.)

OPTION (+5 minutes) Have Ss research cover letter templates and choose a template they would like to use as a model for their own letter in Exercise C.

LANGUAGE AND CULTURE Remind Ss that salutations like *Hello* and *Hi* are used in less formal letters. Tell them that *Dear* is the standard salutation for formal letters. Other complimentary closes like *Sincerely* and *Regards* also work well for formal letters, but point out that *Yours truly* or *Warmest regards* might be too personal for a formal business setting.

EXTENSION (+10 minutes) Invite Ss to share their experiences looking for work. Ask, *Have you ever written a cover letter in English? Was it easy or difficult to describe your experience and qualifications? Do you think this letter effectively explains why someone should hire you for a job? Why or why not?*

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss skim the paragraph. Then ask, What do you think an employer would do if he or she got this email? (most likely delete it)
- Elicit the errors from the class. Have Ss explain why particular errors are inappropriate for a formal letter. (For example: Internet or texting slang like "u 2" for "you too", "4 u" for "for you", and emojis are too informal for a cover letter.)
- Have Ss rewrite the paragraph individually. Tell Ss they can invent the missing information such as last names, address, and date. Monitor and assist as needed.
- Have Ss share and compare the rewritten cover letters in pairs. Then ask volunteers to read their rewritten letters to the class.

Possible answers for Exercise B
Dear Mr. [Ramsay],
I am writing to let you know that I am interested in the copywriter job I saw advertised in the [Entrepreneur Weekly]*.*
I think I would be a very good candidate for the position. I graduated magna cum laude from Meecham College with a major in English. I have been working at Poco Cola in the advertising department for five years. I have really enjoyed my time there, but I am now ready to try something new.
My résumé is attached for your review. Please contact me at my email address.
I look forward to hearing from you.
Sincerely,
Jon [Roberts]

C UNIT 1 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their letter against the checklist as they write.
- Give Ss time to write their cover letter individually. Have them think of an employer and job title, either real or fictitious, and then summarize the qualifications they have for this job. Refer Ss to Exercise A in the Communication Activator on page 9 to review details about their job history, education, and skills. Remind them to include where they found out about this job and how the employer can contact them.
- Have Ss exchange their cover letters in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

TEACHING TIP Emphasize for Ss the importance of proofreading letters. Explain that the first impression they make is based on the correctness or incorrectness of their writing. Remind Ss not to rely on spell-check applications because many words have variant spellings. (For example: *their, they're, there*)

UNIT 2 Restrictive and non-restrictive adjective clauses

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Read the rule about **Restrictive adjective clauses.** Write the first example sentence on the board. Then erase the adjective clause. Ask, *Does the sentence make sense without the adjective clause?* (no) *Why is this clause essential?* (It identifies which person is being talked about.)
- Have volunteers read the remaining example sentences. After each, elicit the noun the adjective clause is modifying. (2. town, 3. man, 4. damage)
- Read the explanation about **Non-restrictive adjective clauses.** Write the first example sentence on the board. Then erase the adjective clause. Ask, *Now, does this sentence make sense without the adjective clause?* (yes) *Why isn't this clause essential?* (The information isn't necessary to identify the noun.)
- Have volunteers read the remaining example sentences. After each, elicit the noun the adjective clause is modifying. (2. Bensonville, 3. Pete, 4. damage to Brenda's car) Point out how the nouns are more specific in these example sentences.
- Ask Ss to analyze the punctuation in all the examples. Point out the use of only one comma in the last example in the second explanation, where the adjective clause ends the sentence.
- Direct Ss' attention to the **Be careful!** note. Read the explanation.
- Read the first example sentence. Explain that a possible implication here is that the person has more than one laptop. The clause identifies which laptop she is talking about.
- Read the second example sentence. Ask, *How is this clause different?* (It just provides additional information. There is no question which laptop is being talked about.)
- Ask a volunteer to read the two example sentences in the **Be careful!** box. Make sure Ss notice the pauses before and after the non-restrictive clause.

B ERROR CORRECTION

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually. Suggest they first identify the adjective clauses and then establish if they are restrictive or non-restrictive. Based on this information, ask them to determine which commas need to be added or deleted.
- Have Ss compare their answers in pairs. Then go over answers as a class. Ask volunteers to explain why the information in each clause they corrected is essential or non-essential and what punctuation, if any, was required.

(Answers:
. . . *which was at an electronics store:* non-essential because *first job* sufficiently identifies which job is being talked about; a comma is needed before the non-restrictive clause.
. . . *who didn't know me:* non-essential because *the manager* sufficiently identifies the person; commas are needed before and after the non-restrictive clause.
. . . *that really surprised me:* essential to identify the phone call; there should be no comma before the restrictive clause.
. . . *who had accused me of taking the money:* essential to identify the co-worker; there should be no comma before the restrictive clause.
. . . *who'd told the lie:* non-essential as it is clear which *former co-worker* is being referred to; commas are needed before and after the clause.)

C PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, read the statements and elicit the adjective clause. Call on Ss to state if the clause is restrictive or non-restrictive, and if the punctuation is correct.
- Ask volunteers to explain why the information in the items is essential or non-essential. (1. *who taught me the most about right and wrong* is essential information to identify *the ones;* 2. *Our sister-in-law* sufficiently identifies who is being talked about; 3. *that I have regretted for more than twenty years* is essential information to identify *lie;* 4. *Her favorite vase* sufficiently identifies which vase; 5. *which was the right thing to do* is a non-essential comment clause)
- Have Ss share where they added commas to set off the non-restrictive clauses.

D UNIT 2 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions. Suggest Ss look back at the moral and ethical lessons they identified in Exercise A in the Communication Activator on page 19 for examples of life lessons. Refer them to Exercise A in the Communication Activator on page 21 to review vocabulary about values.
- Review the **Self-Check** list. Encourage Ss to check the content and punctuation of their essay against the checklist as they write.
- Give Ss time to write their essay individually. Tell them to use the essay in Exercise B as a model. Remind them to include at least three adjective clauses.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 2 Restrictive and non-restrictive adjective clauses

A WRITING SKILL | Study the rules.

Restrictive adjective clauses

A restrictive adjective clause provides *essential information* necessary to identify the noun or pronoun it modifies. Do not use commas.

The colleague **who borrowed my tablet yesterday** admitted that she had lost it.
The people in the town **where I went to high school** had a big impact on my life.
The man **whose parents were both doctors** grew up wanting to help people.
Ethan offered to pay for the damage **that he had caused**.

Non-restrictive adjective clauses

A non-restrictive adjective clause provides *additional information* that is not necessary to identify the noun or pronoun it modifies. Use a comma both before and after a non-restrictive adjective clause, unless it's at the end of a sentence.

My colleague, Sherri, **who borrowed my tablet yesterday,** admitted that she had lost it.
The people of Bensonville, **where I went to high school,** had a big impact on my life.
Pete, **whose parents were both doctors,** grew up with a strong desire to help people.
Ethan offered to pay for the damage to Brenda's car, **which he agreed he had caused**.

Be careful!

Use punctuation that supports your intended meaning.

The laptop **which I bought last week** is great. (Essential information: Distinguishes this laptop from other laptops)
The laptop, **which I bought last week,** is great. (Non-essential information: "By the way, I bought it last week.")

B ERROR CORRECTION | Read the college essay, in which the writer describes a life lesson. Correct any punctuation errors in the adjective clauses. Add five commas and delete two.

ERROR CORRECTION

What I Learned from My First Job

During the first week at my first job, which was at an electronics store, something happened that ended up teaching me a valuable lesson ten years later. At the end of the day, when the manager counted the money in the cash register, it had come up short. A co-worker apparently had taken some of the cash, but she lied and blamed me. I insisted that I wasn't responsible, but the manager, who didn't know me, fired me immediately. I was very upset about it at the time, but I got another job and eventually forgot all about it.

Ten years later, though, I got a phone call, that really surprised me. It was from the co-worker, who had accused me of taking the money. She called me to apologize for what she had done. Apparently, it had been bothering her for a long time.

This incident taught me something important. Sometimes when people tell a lie, they hurt themselves the most. While I had completely forgotten about it, my former co-worker, who'd told the lie, remembered the incident and felt bad about it all those years.

C PRACTICE | Decide if each adjective clause provides essential or additional information. Write a checkmark if the punctuation is correct.

*1. My grandparents are the **ones who** taught me the most about right and wrong.*

..... **1** My grandparents are the ones, who taught me the most about right and wrong.
..... **2** Our sister-in-law who is always truthful about everything told our brother that he was wrong.
..... ✓ **3** I told a lie that I have regretted for more than twenty years.
..... **4** Her favorite vase which had been given to her by her aunt fell on the floor and broke.
..... **5** He told his neighbor that he would pay for the damages to her car which was the right thing to do.

2. Our sister-in-law, who is always truthful about everything, told our brother that he was wrong.

4. Her favorite vase, which had been given to her by her aunt, fell on the floor and broke.

5. He told his neighbor that he would pay for the damages to her car, which was the right thing to do.

D UNIT 2 WRITING TASK | Write a college application essay in which you describe an experience that taught you a life lesson or that shaped your values. Provide details by including at least three adjective clauses that add essential and additional information.

SELF-CHECK

- ☐ Did I include at least three adjective clauses?
- ☐ Did I distinguish between essential or additional information?
- ☐ Did I use commas correctly in non-restrictive adjective clauses?

Answers for Exercise B (rewritten sentences)

While the Evans family was camping yesterday, they were surprised by some frightening neighbors: a bear cub and its mother.

While I was getting milk out of our camping bag, I heard a rustling noise behind me.

When Mr. Evans heard his kids coming out of the tent, he quickly pushed them back inside to prevent them from approaching the bear to play with it.

UNIT 3 Reducing adverbial clauses

A WRITING SKILL | Study the rules.

Reducing adverbial clauses to adverbial phrases

Adverbial clauses can be reduced to adverbial phrases when the subject of the independent clause and the subject of the adverbial clause are the same. Reduced adverbial phrases are more common in writing than in speaking.

adverbial clauses		reduced to adverbial phrases
When I saw the damage, I was shocked.	→	**Seeing the damaged car,** I was shocked.
When we were eating, we got a call.	→	**When eating** (or **Eating**), we got a call.
We saw a bear **while we were hiking**.	→	We saw a bear **while hiking**.
Before I left, I sent my parents a letter.	→	**Before leaving**, I sent my parents a letter.
After I had shared my news, I felt better.	→	**After having shared my news**, I felt better.

Be careful!

When the subjects of the adverbial clause and the independent clause are different, the clause cannot be reduced.

Before **she** saw the crocodile, **it** attacked.

DON'T SAY ~~Before seeing the crocodile~~, it attacked.

Punctuation

Use a comma after a clause or phrase when it comes first.

Before I left, I sent my parents a letter. / I sent my parents a letter **before I left**.

B PRACTICE | **Read the Writing Model. Underline the reduced adverbial phrases and, on a separate sheet of paper, rewrite the sentences with them, changing the phrases to clauses.**

See above for answers.

C PRACTICE | **On a separate sheet of paper, rewrite each of the following sentences, reducing adverbial clauses to adverbial phrases when possible. If the sentence can't be reduced, explain why not.**

1 When she was waking up, Alicia Sorohan heard a scream.
2 While Joy Booth was preparing a presentation for the next day, she had palpitations and intense feelings of anxiety.
3 After she decided the only way to save Ryan was to go for help, Jessica began a three-hour hike on the trails and through the river.
4 Before the helicopter could land, the weather had taken a turn for the worse.
5 After she had delivered the talk, Glennie told the group that she was completely deaf.

See below for answers.

D UNIT 3 WRITING TASK | **Write a short news report about a dangerous or frightening event, using the Writing Model for support. Write at least two paragraphs and tell the story in the order that the events occurred. The event can be real or fictional. Use at least three adverbial clauses or phrases to clarify time relationships.**

SELF-CHECK

- ☐ Did I write two or more paragraphs?
- ☐ Does my report tell the story in the order that the events occurred?
- ☐ Did I use at least three adverbial clauses or reduced adverbial phrases to clarify time relationships?

WRITING MODEL

May 5 —While camping yesterday, the Evans family was surprised by some frightening neighbors: a bear cub and its mother. Twin 5-year-olds Paul and Marcy were delighted because the young animal reminded them of the cute creatures in their picture books and on TV. Their father, on the other hand, wasn't as charmed because he knew that approaching a bear cub was dangerous since an adult bear is usually nearby.

Luckily for the family, Mr. Evans was already awake and getting breakfast ready when he heard the bear. As he posted later on Facebook: "While getting the milk out of our camping bag, I heard a rustling noise behind me. I turned around and saw a bear cub trying to open the garbage can. I knew I had to think fast."

Hearing his kids coming out of the tent, Mr. Evans quickly pushed them back inside to prevent them from approaching the bear to play with it. At that moment, a large adult female, probably the cub's mother, came by and led the cub away. The Evanses' camping day continued peacefully after that.

Answers for Exercise C

1. *When waking up, Alicia Sorohan heard a scream.*
2. *While preparing a presentation for the next day, Joy Booth had palpitations and intense feelings of anxiety.*
3. *After deciding the only way to save Ryan was to go for help, Jessica began a three-hour hike on the trails and through the river.*
4. *(This clause can't be reduced because the subjects of the two clauses are different.)*
5. *After delivering the talk, Glennie told the group that she was completely deaf.*

UNIT 3 Reducing adverbial clauses

A WRITING SKILL

Suggested time: 7 minutes | Your time:

- Read the explanation about reducing adverbial clauses to adverbial phrases. Give Ss a minute to analyze the example sentences on their own. Ask, *What changes when reducing adverbial clauses to phrases?* (When an adverbial clause is reduced to an adverbial phrase, there is no subject and the form of the verb changes to the present participle.)
- Read the first example beginning with *When I saw . . .*. Elicit the subject in each clause. (I) Read the second example with the reduced adverbial phrase. Note that the adverbial clause can be reduced because the subject of the two clauses in the original sentence is the same.
- Then tell Ss to look at the **Be careful!** note. Read the rule and the example statement. Elicit the subject in each clause. (she, it) This time, note how the adverbial clause cannot be reduced because the subjects of the two clauses are different.
- Write an additional example on the board: *My sister called me while I was sleeping.*
- Ask, *Can we reduce this sentence?* (no) *Why not?* (The subjects are different in the two clauses: my sister, I).
- Have volunteers read the remaining pairs of example sentences. After each, elicit what changed in the second sentence. Point out the two ways to reduce the adverbial clause in the second pair of examples.
- Bring Ss' attention to the **Punctuation** note. Read the rule and the example statements. Tell Ss to look back at the examples of adverbial clauses and phrases. Ask, *In which pair of examples is there no comma? Why?* (Example 3; When the clause or phrase is at the end of a sentence, a comma is not used.)

TEACHING TIP If necessary, review the meaning of dependent and independent clauses. Remind Ss that adverbial clauses are dependent clauses that contain a subject and a verb. They are always connected to an independent clause. If an adverbial clause is used alone, it is a sentence fragment and considered an error in writing. Adverbial clauses clarify time relationships and often answer the questions *When?* or *How?* You may also wish to review some of the words that commonly introduce adverbial time clauses, such as *when, whenever, while, before, after,* and *until.*

B PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. If appropriate, hint to Ss that there is one reduced adverbial clause in each paragraph.
- Have Ss complete the exercise individually. Tell them to underline the phrases in their book and rewrite the sentences. Reiterate that the subjects have to be the same in both clauses when rewriting the sentences.
- Then have Ss form pairs and compare their answers. Suggest they take turns reading their new sentences aloud and discussing any answers that are different.
- To go over the answers, elicit the adverbial phrases. Write them on the board. Then invite volunteers to come up to the board and write the new sentences with adverbial clauses. Correct as necessary.

C PRACTICE

Suggested time: 10 minutes | Your time:

- Give Ss time to preview the items. Ask them to underline the subjects in the clauses in each item. (1. she, Alicia Sorohan; 2. Joy Booth, she; 3. she, Jessica; 4. the helicopter, the weather; 5. she, Glennie)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, call on Ss to read the sentences with adverbial phrases or explain why the clause couldn't be reduced. For item 1, accept both *When waking up* and *Waking up*. For item 2 accept both *While preparing* and *Preparing*.

LANGUAGE NOTE If something *takes a turn for the worse,* it changes and becomes worse.

D UNIT 3 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their news report against the checklist as they write.
- Tell Ss they can write about a real or fictitious event. Suggest they first list the key pieces of information they want to include in their news report.
- Have Ss write their report individually. Tell them to model their writing after the report in Exercise B. Remind them to use reduced adverbial clauses.
- Have Ss exchange reports in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 4 Transitional topic sentences

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Elicit the meaning of a *topic sentence*. (the sentence that expresses the main idea of a paragraph) Then elicit or explain that a *transitional topic sentence* is a topic sentence that connects the ideas between two paragraphs.
- Read the **Remember** note and the additional explanation about transition words and subordinating conjunctions.
- Ask Ss to silently read the example sentences under **To add information**. Then read the transition words aloud and have Ss repeat. Point out that the words have similar meanings but that *more importantly* gives a little more value to the information that follows.
- Have Ss read silently the example sentences under **To contrast information**. Read the transition words and phrases in this category and have Ss repeat. Point out that the first three transitions have similar meanings ("despite") as do the last three ("but").

OPTION (+5 minutes) Review the **Writing Model** as a class. Ask for three volunteers to read one paragraph each. Then elicit which transitional words are used and if they are used to add or contrast information. (*Furthermore* is used to add information. *Nevertheless* is used to contrast information.) Ask, *What kind of information does* furthermore *add?* (another benefit of using a phone calendar) *What pieces of information is* nevertheless *contrasting?* (the ease of using a phone calendar and the fact that it might take time to get used to it if you still use traditional ones)

B PRACTICE

Suggested time: 5 minutes | Your time:

- Ask Ss to read the **Writing Model** silently. Then have them complete the exercise individually.
- To go over the answers, call on Ss to read the completed sentences aloud.

OPTION If time is limited, have Ss complete the exercise orally.

EXTENSION (+5 minutes) For more practice, write on the board: *Exercise requires physical effort, but it can be beneficial for controlling anger*. Elicit different ways to say this sentence using the transition words and phrases from Exercise A . (For example: Although exercise requires physical effort, it can help control anger. / Exercise can be beneficial for controlling anger. However, it requires physical effort. / Exercise does require physical effort. On the other hand, it can help control anger.) Then invite Ss to add their own information to the idea. (For example: Furthermore, it releases endorphins and can make you feel better altogether. / Moreover, it helps you get in shape, which can put you in a better mood.)

C UNIT 4 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Have Ss look at the **Some common shortcomings** note. Read the information. Refer Ss to the phrases in Exercise G on page 35 to recall additional shortcomings. Elicit what shortcoming is addressed in the **Writing Model**. (procrastination)
- Suggest Ss make an outline for their three-paragraph essay before they write. Provide an example using the **Writing Model**. Write on the board:
  1. *Shortcoming: procrastination*
     Solution: use daily calendar on phone
     – *breaks up tasks → moves things forward*
     – *checks off tasks → motivates with feeling of accomplishment*
  2. *Add information (Furthermore)*
     – *phone calendar not difficult*
     – *instructions online*
  3. *Contrast information (Nevertheless)*
     – *may take time to learn*
     – *+ advantages: makes work easier, helps remember, keep track of progress, have a record, increase confidence*
     – *conclusion: phone calendar = one of best ways to change procrastination → organization*
- Have Ss write their essays individually.
- Have Ss exchange reports in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 4 Transitional topic sentences

A WRITING SKILL | Study the rules.

Remember: Transition words and subordinating conjunctions link ideas within and between sentences.

They can also be used in a paragraph's topic sentence to connect the paragraph to the one that precedes it.

The following words and phrases can be used as transitions to announce the content of a new paragraph:

To add information

Furthermore, it's very convenient.
Moreover, it's very convenient.
More importantly, it's very convenient.

To contrast information

Even though it's convenient, it's not for everyone.
Although it's convenient, it's not for everyone.
Despite the fact that it's convenient, it's not for everyone.
Nevertheless, it's not for everyone.
On the other hand, it's not for everyone.
However, it's not for everyone.

WRITING MODEL

For an effective solution to procrastination, I suggest using the daily calendar on your phone. It can be used to break up the steps essential to completing a larger task into smaller tasks. That way it's easier to keep things moving forward. It also allows you to check off the smaller tasks as they're finished, which motivates you by providing a feeling of accomplishment.

Furthermore, using a phone calendar is not really all that difficult. You can use the calendar that's already installed on your phone, or you can download an app for that purpose if you prefer one with a different format. Instructions are easily available online, and they're usually very clear.

Nevertheless, using a phone calendar does take some getting used to if you've been accustomed to relying on a paper date book or traditional agenda. It may require some time to learn how to use it, but the calendar will make your work easier. Without a calendar, it's far too easy to simply forget about what needs to be done. With one, it's easy to keep track of your progress. If your teacher or manager asks questions, you have a record you can refer to. This increases your confidence. I believe the calendar is one of the best ways to convert procrastination into effective organization.

B PRACTICE | Read the Writing Model. Then rewrite the two topic sentences, using these transition words and phrases. (Note: You may have to make other changes in the sentences.)

Furthermore, using a phone calendar is not really all that difficult.

1 More importantly, *using a phone calendar is not really all that difficult.*
2 Moreover, *using a phone calendar is not really all that difficult.*

Nevertheless, using a phone calendar does take some getting used to if you've been accustomed to relying on a paper datebook or traditional agenda.

3 Even though *it's not difficult, using a phone calendar does take some getting used to if (. . .)*
4 Although *it's easy, using a phone calendar does take some getting used to if (. . .)*
5 Despit the fact that *it's not difficult, using a phone calendar does take some getting used to if (. . .)*
6 On the other hand, *using a phone calendar does take some getting used to if (. . .)*
7 However, *using a phone calendar does take some getting used to if (. . .)*

C UNIT 4 WRITING TASK | Write a three-paragraph essay presenting a solution to a common shortcoming. In paragraph one, introduce the solution. Use transitional topic sentences to link the content of the second and third paragraphs.

Some common shortcomings
being . . .
- disorganized
- over-sensitive
- hot-tempered
- controlling
- negative
- a perfectionist

SELF-CHECK

- ☐ Does the first paragraph have a topic sentence?
- ☐ Do the paragraphs that follow have transitional topic sentences?
- ☐ Does each transitional topic sentence clearly link to previous content?

UNIT 5 Writing dialogue

A WRITING SKILL | Study the rules.

Paragraphing a story with dialogue

With direct speech, begin a new paragraph each time you introduce a new speaker. Remember that paragraphs should be indented or should have a space above them so the reader can see where new paragraphs begin. See one paragraphing style in the Writing Model.

Punctuation of direct speech

- When the reporting verb comes before a quotation, put a comma after the reporting verb. Put the end punctuation inside the quotation marks.
  Mr. Mann **said**, "That's not at all funny."
- When the reporting verb comes after a quotation, put a comma, question mark, or an exclamation point at the end of the quoted sentence, inside the quotation marks. Put the speaker's name before or after the reporting verb.
  "Please don't do anything cruel," **Ms. Kane said**.
  "Didn't anyone object to that mean practical joke?" **asked Carlson**.
- A reporting verb can also come between two parts of a quotation. Put quotation marks around each part of the quotation. Don't begin the second part of the quotation with a capital letter unless it begins a new sentence.
  "Melanie and Elaine," said Mr. Sargent, "please apologize for hurting Morgan."
- If the reporting verb comes between complete sentences, put a period after the reporting verb. Begin the new sentence with a capital letter.
  "Peter, please apologize to Morgan," Mr. Sargent continued. "You participated in that practical joke, too."

WRITING MODEL

About a year ago, my grandmother was walking down the street, stopping from time to time to look in shop windows. At one store, she stopped to admire a dress in the window. Just as she turned to enter the store, a businessman who wasn't looking where he was going bumped into her and knocked her down.

"Oh, I'm so sorry!" said the man. "Are you OK?"

My grandmother was too stunned to reply. But then after a moment she said she was fine.

"Look!" she heard someone say from across the street. "An old woman just fell down!"

She quickly sat up and looked around with great concern and said, "Where?"

When she told us this story, we all laughed. But, it really wasn't that funny, and it could have been serious.

B PRACTICE | On a separate sheet of paper, rewrite the sentences, correcting the errors in punctuation and capitalization.

1 Norman Cousins said, "That he had cured himself with laughter." *1. Norman Cousins said, "**I cured myself** with laughter."*
2 "The Superiority Theory" our professor explained. "Is exemplified by finding people's errors funny." *2. "The Superiority Theory," our professor explained, "**is** exemplified by finding people's errors funny."*
3 "The joke was really cruel," said Claire. "they shouldn't have played it." *3. "The joke was really cruel," said Claire. "**They** shouldn't have played it."*
4 "Does that example illustrate the Incongruity Theory" asked John? *4. "Does that example illustrate the Incongruity Theory**?**" asked John.*
5 "I learned about all kinds of humor in my psychology class", said my sister. *5. "I learned about all kinds of humor in my psychology class," said my sister.*

C PRACTICE | On a separate sheet of paper, write the following indirect speech statements in direct speech, using correct punctuation for dialogue. *See below for answers.*

1 Dr. Summers stated that positive emotions can have a direct effect on emotional and physical health.
2 A psychologist told me many people believed that Norman Cousins's book popularized the idea that laughter therapy could be helpful in treating illness.
3 She said that practical jokes come from our need to feel superior to others.
4 Ms. Blake insisted that traditional medicine is more effective than laughter therapy.
5 Our professor asked whether there is any scientific evidence that laughter can treat the illness.

D UNIT 5 WRITING TASK | Write a true or imaginary story telling what happened and what people said, using dialogue. Use the Writing Model for support.

Answers for Exercise C

1. *Dr. Summers stated, "Positive emotions can have a direct effect on emotional and physical health."*
2. *A psychologist told me, "Many people believe that Norman Cousins's book popularized the idea that laughter therapy can be helpful in treating illness."*
3. *She said, "Practical jokes come from our need to feel superior to others."*
4. *Ms. Blake insisted, "Traditional medicine is more effective than laughter therapy."*
5. *Our professor asked, "Is there any scientific evidence that laughter can treat the illness?"*

SELF-CHECK

- ☐ Did I use direct speech in my story?
- ☐ Did I punctuate direct speech correctly?
- ☐ Did I correctly paragraph the dialogue?

UNIT 5 Writing dialogue

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Elicit the meaning of *dialogue*. (conversation that takes place in a book, play, or movie) Ask if dialogue is direct or indirect speech. (direct speech) Point out that when writing a story, you can use a combination of direct and indirect speech.
- Have Ss read the **Writing Model** silently. Then ask, *How many speakers are in the text?* (three: the grandmother, the man, and someone from across the street) *Who says the first thing?* (the man) *What does he say?* (Oh, I'm so sorry. Are you OK?) *Is it direct or indirect speech?* (direct) *What does the grandmother say?* (that she is fine) *Is it direct or indirect speech?* (indirect)
- Read the explanation under **Paragraphing a story with dialogue**.
- Draw Ss' attention to the **Writing Model** again. Ask, *Who's the speaker in the second paragraph?* (the man) *And in the third?* (the grandmother) *And in the fourth?* (someone from across the street)
- Then ask, *Are the paragraphs indented or is there a space between them?* (indented)
- Have volunteers read the four rules and example sentences under **Punctuation of direct speech**. After each, elicit other examples of the rules found in the **Writing Model**. (Rule 1: She quickly sat up and looked around with great concern and said, "Where?"; Rule 2: "Oh, I'm so sorry!" said the man.; "Look!" she heard someone say; Rules 3 and 4: "Oh, I'm so sorry!" said the man. "Are you OK?"; "Look!" she heard someone say from across the street. "An old woman just fell down!")
- Point out that the reporting verb following the quote (as *said* in *said the man*) is not capitalized, even if the quotation ended with final punctuation such as a question mark or an exclamation mark.
- To check understanding, write these sentences on the board:
  1. *Tom said laughter therapy helped me a lot*
  2. *That practical joke crossed the line Jen cried angrily*
  3. *Ethnic and sexist jokes the supervisor stated are not acceptable here*
  4. *Henri loves to play jokes Lily explained he is also a good sport when a joke is played on him*
- Invite volunteers to come up to the board and add the punctuation and capitalization where necessary. (Answers:
  1. Tom said, "Laughter therapy helped me a lot."
  2. "That practical joke crossed the line," Jen cried angrily.
  3. "Ethnic and sexist jokes," the supervisor stated, "are not acceptable here."
  4. "Henri loves to play jokes," Lily explained. "He is also a good sport when a joke is played on him.")

OPTION (+5 minutes) Ask four volunteers to read the story aloud for the class, one for each part: the narrator, the man, the grandmother, the person across from the street.

CHALLENGE (+5 minutes) Have Ss look at examples of dialogue in a novel or a short story and find the various examples of punctuation described in the rules.

B PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually. Point out that some items have more than one error.
- Copy the items on the board as Ss work. To go over the answers, ask volunteers to correct the errors in the sentences on the board.

C PRACTICE

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Then ask, *Which one of these items is a question?* (item 5) What type of question is embedded? (*yes / no* question)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, invite volunteers to write the direct statements and question on the board.

D UNIT 5 WRITING TASK

Suggested time: 15 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their story against the checklist as they write.
- Remind Ss their story can be real or fictitious. Encourage them to write a funny one, using the jokes and stories in Unit 5 as models.
- Have Ss write their story individually. Make sure they specify what happened and what different people said. Remind them to use a combination of direct and indirect speech to represent the dialogue.
- Tell Ss they can use either paragraphing style in their text. Suggest they refer to the punctuation of direct speech rules after writing, to double check their punctuation.
- Have Ss exchange stories in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 6 A comparison and contrast essay

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Tell the class they are going to learn how to write a comparison and contrast essay. Write on the board: *similarities* *differences*
- Ask, *What does it mean to compare and contrast?* (compare = describe similarities; contrast = describe differences)
- Read the introduction under **Writing Skill**. Reiterate that there are two ways to organize a comparison and contrast essay.
- Draw Ss' attention to the left column. Read the information about the **Introductory paragraph**. Then ask Ss to silently read the introductory paragraph in the example on the right. Ask, *What is the writer going to compare in his essay?* (public and private transportation) *What will the essay describe about these two means of transportation?* (similarities and differences OR upsides and downsides)
- Read the information about **Supporting paragraphs**. Ask a volunteer to read about **Format A**. Then ask Ss to silently read the example for Format A on the right. Ask, *What does the first paragraph discuss?* (similarities of private and public transportation) *What does the second paragraph discuss?* (differences between private and public transportation)
- Ask a volunteer to read about **Format B**. Then ask Ss to silently read the example for Format B on the right. Ask, *What does the first paragraph discuss?* (scheduling regarding each type of transportation) *What does the second paragraph discuss?* (comfort regarding each type of transportation)
- Read about the concluding paragraph. Then ask Ss to silently read the example of a conclusion on the right.

LANGUAGE NOTE *Compare* generally means to describe both similarities and differences. In formal essay writing, the genre of writing called compare and contrast uses *compare* to mean "show similarities."

B UNIT 6 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions and the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Point to the expressions for introducing comparison and contrast. Ask, *What are some expressions we use to compare things?* (similarly, likewise, as well, doesn't either) *How about contrast?* (while, whereas, unlike, in contrast, on the other hand)
- Ask Ss to find and underline some of these expressions in the **Writing Model** (Format A: Nevertheless, However; Format B: On the other hand)
- Have Ss think of two means of transportation they want to compare and then take notes regarding their similarities and differences. Ss might want to explore hassles of the two modes of transportation as part of comparing them.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 6 A comparison and contrast essay

A WRITING SKILL | Study the rules.

Choose one of these formats for organizing your supporting paragraphs when you want to compare and contrast places, objects, people, ideas, etc., in an essay. (Be sure to include expressions of comparison and contrast.)

I. Introductory paragraph
Begin with an explanation of what you are going to compare and contrast.

WRITING MODEL

Public and private transportation both have upsides and downsides, so it is fortunate that we have options. To help us choose, we can take into account convenience, cost, destination, and the needs and preferences of the people with whom we are traveling. Other factors we might consider are the length of the trip and the environmental impact of the means of transportation we choose.

II. Supporting paragraphs
Choose Format A or B to present and support your ideas.

Format A: Discuss the similarities in one paragraph and the differences in another.

Format B: In each paragraph, focus on one specific aspect of the topic and discuss the similarities and differences within the paragraph

(Format A)

Both public and private means of transportation provide clear advantages. **They are similar in certain ways**. Both are convenient and cut travel time, allowing people to travel farther than traveling on foot. In addition, they are capable of providing comforts such as air-conditioning and heating.

Nevertheless, public and private means of transportation are different in more ways than they are similar. Private cars offer a level of security, comfort, and convenience not necessarily available in public transportation. You can make your own schedule, take a different route, and avoid paying fares. Plus, you don't have to travel with strangers. However, only on public transportation can you sit back and relax, or even move around, and not have to pay attention to your driving or to traffic and weather conditions.

OR

(Format B)

Regarding scheduling, private and public means of transportation are very different. When you travel by car, you can make your own schedule and stop anywhere and anytime you want. On the other hand, when you travel by public bus or train, you know exactly when you are going to arrive, making planning easy.

In terms of comfort, private transportation has the clear advantage. Public transportation is often crowded and . . .

III. Concluding paragraph
Summarize your main ideas.

Most people choose to use a mix of private and public transportation, depending on their circumstances. However, if I could choose only one means of transportation, I'd go with the car. It has its downsides, but I enjoy the privacy of traveling alone, or only with my family, and the convenience of being able to make my own schedule. All in all, driving in my own car is the way to go.

B UNIT 6 WRITING TASK | Write an essay comparing and contrasting two means of transportation. Use Format A or Format B, depending on what you want to communicate. Use expressions of comparison and contrast.

Comparison	Contrast
Similarly,	While / Whereas . . .
Likewise,	Unlike [buses],
In similar fashion,	Nonetheless, / Nevertheless,
In the same way,	In contrast,
. . . as well.	On the other hand,
. . . don't either.	However,

SELF-CHECK

- ☐ Does my essay have an introductory and a concluding paragraph?
- ☐ Did I use one of the two formats for organizing the supporting paragraphs?
- ☐ Did I use expressions of comparison and contrast?

UNIT 7 Subject-verb agreement: expansion

A WRITING SKILL | Study the rules.

When the subject and verb are separated by other words, the subject and verb must still agree.
Beliefs in bad omens and curses **are** common in many cultures.
The smart thing to do when someone tells you something is unlucky **is** to just listen.

When two subjects are connected with and in a sentence, the verb must be plural.
A black cat and **a broken mirror are** symbols of bad luck in several cultures.

When verbs occur in a sequence, all the verbs must agree with the subject.
My sister **has** a lucky horseshoe, **avoids** the number 13, and **wears** a good luck charm on a chain around her neck.

When the subject is an indefinite pronoun like each, everyone, anyone, somebody, or no one, use a singular verb.
Nobody I know **worries** about sweeping a house in which a funeral has taken place.

When the subject is all, some, or none and refers to a singular count noun or a non-count noun, use a singular verb. Otherwise use a plural verb.
If salt is spilled by accident, **some is** immediately thrown over the shoulder.
Some superstitions are old-fashioned, but **some are** not.

Remember: Subjects and verbs must always agree in number.
A superstition is a belief many people think is irrational.
Many people believe certain objects can bring good luck.

B PRACTICE | Read the paragraph and rewrite it on a separate sheet of paper, correcting the errors in subject-verb agreement.

ERROR CORRECTION

One common superstition in Western countries ~~concern~~ *concerns* the number 13. Because they are considered unlucky, many situations involving the number 13 ~~is~~ *are* frequently avoided. For example, in the past, the thirteenth floor of tall apartment buildings ~~were~~ often labeled "fourteen." While that is rare today, there are still many people who are uncomfortable renting an apartment on the thirteenth floor. In addition, there is a general belief that Friday the thirteenth brings bad luck, increases the chance of mishaps, and ~~make~~ *makes* it more difficult to get things done effectively. *was*

C UNIT 7 WRITING TASK | On a separate sheet of paper, write a four-paragraph essay. In your first paragraph, introduce the topic of superstitions in general, explaining what they are and why people might believe them. Then write two supporting paragraphs, each with a topic sentence about a different superstition. End with a concluding paragraph that summarizes your main points. Be sure all your verbs and subjects agree in number.

SELF-CHECK

- ☐ Did I introduce the topic of superstitions in general in my first paragraph?
- ☐ Did my second and third paragraphs each include a clear topic sentence?
- ☐ Did I summarize my main points in a concluding paragraph?
- ☐ Did all my subjects and verbs agree?

UNIT 7 Subject-verb agreement: expansion

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Write on the board:
  Horseshoes are a symbol of good luck.
- Ask, *What is the subject?* (Horseshoes) *What is the verb?* (are) *Do the subject and verb agree?* (yes)
- Then write this incorrect sentence on the board:
  Superstitions about the horseshoe has been passed down for many generations.
- Ask, *What is the subject?* (Superstitions) *What is the verb?* (has been passed down) *Do the subject and verb agree?* (no) Elicit the correct verb form. (have been passed down)
- Read the **Remember** note. Ask a volunteer to read the example sentences.
- Read the rules and ask volunteers to read the example sentences. After each example sentence, ask these questions:
  Rule 1: What are the subject and verb in the first sentence? (S = Beliefs, V = are) *What words separate them?* (in bad omens and curses) *What are the subject and verb in the second sentence?* (S = The smart thing to do, V = is) *What words separate them?* (when someone tells you something is unlucky)
  Rule 2: What is the subject in this sentence? (There are two subjects: A black cat, a broken mirror.)
  Rule 3: What is the subject in this sentence? (My sister) *What are the verbs?* (avoids, wears)
  Rule 4: What is the subject in this sentence? (Nobody)
  Rule 5: In the first example sentence, what noun does some *refer to?* (salt) *In the second example sentence, what noun does the second* some *refer to?* (superstitions)

B PRACTICE

Suggested time: 5 minutes | Your time:

- Ask Ss to work individually to correct the errors. Tell them to refer to the rules in Exercise A for help, if necessary.
- In pairs, have Ss compare the errors they found and explain the corrections they made.
- Bring the class together. To go over the answers, ask volunteers to read a sentence each, using the correct verb where necessary.

C UNIT 7 WRITING TASK

Suggested time: 30 minutes | Your time:

- Tell Ss they will write a four-paragraph essay about superstitions. Ask a volunteer to read the directions aloud. As the volunteer reads, draft an outline on the board:
  Introduction
  Body: Superstition 1
  Superstition 2
  Conclusion
- Read the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 8 Explaining cause and result

A WRITING SKILL

Suggested time: 10 minutes | Your time:

- Write on the board:
  1. *As a result of hard work, I do well in school.*
  2. *I work hard. As a result, I do well in school.*
- Ask, Which sentence focuses on the cause? (1) Which sentence focuses on the result? (2) Leave the sentences on the board.
- Read the introduction. Then focus on the first example sentence under **Causes**. Read it four times, using the different connecting phrases. Then ask four volunteers to read the second example sentence using the different phrases.
- Focus on the **Results** section. Read the example sentence four times, using the different connecting words and phrases.
- Draw Ss' attention to the examples on the board. Underline *hard work* in the first sentence and ask, *Is this a noun phrase or an independent clause?* (a noun phrase) Underline *I do well* in the second sentence and repeat the question. (an independent clause) Bring Ss' attention to the examples in the book. Elicit if *my lack of organization, constant interruptions by colleagues,* and *it may be difficult to stay focused* are noun phrases or clauses. (noun phrase, noun phrase, independent clause) Point out that the cause connectors are followed by nouns or noun phrases and the result connectors are followed by a comma and a clause.

B PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss read the **Writing Model** in pairs. Have them underline the sentences with connecting words or phrases that clarify causes or results.
- Have Ss work individually to rewrite each sentence twice using a different connecting word or phrase.
- Bring the class together. To go over answers, ask a volunteer to read one of the sentences in the text and another to provide two different ways to rewrite the sentence.

C UNIT 8 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions. To clarify the outline, check the instructions against the **Writing Model**. Then read the direction for **Paragraph 1** and ask Ss to identify this information in the first paragraph of the model. (staying up late the night before, frequent interruptions by colleagues) Repeat the procedure with the directions for **Paragraph 2** (not being able to produce a report by the time it's due, your manager may wonder whether he or she can count on you, you may be unable to finish your part of a collaborative work, your reputation at work can suffer) and **Paragraph 3** (close your office door, ask your colleagues not to disturb you, take a break, grab a cup of coffee).
- Read the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Have Ss write their essay individually. Tell them to use the essay in Exercise A as a model. For more ideas, suggest Ss refer to the tips to stick to a task in Exercise F on page 79 and the study tips in Exercise A on page 82 in the book.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 8 Explaining cause and result

A **WRITING SKILL | Study the rules.**

In formal writing, connecting words and phrases are commonly used to clarify relationships between ideas. Use the following to focus on causes or results.

Causes

Use one of these phrases to focus on a cause.

Due to .....,	Because of .....,
As a result of .....,	As a consequence of .....,

cause

As a result of my lack of organization, I can never find things on my desk when I need them.

cause

It may be diffcult to stay on task **due to constant interruptions by colleagues**.

Results

Begin a sentence with one of these words or phrases to focus on a result.

As a result,	Consequently,
As a consequence,	Therefore,

result

Colleagues may constantly interrupt your work. **Consequently**, it may be difficult to stay focused.

Answers for Exercise B

Paragraph 1 revisions:

You may find it difficult to stay focused as a result of / as a consequence of your staying up late the night before. Or, due to / as a result of frequent interruptions by colleagues, you may feel like you are always starting the task all over again.

Paragraph 2 revisions:

Therefore, / Consequently, your manager may wonder whether he or she can count on you to achieve your commitments.

As a result, / Therefore, your reputation at work can suffer.

B **PRACTICE | In the Writing Model, underline four sentences with connecting words or phrases that clarify causes and results. Then, on a separate sheet of paper, rewrite each sentence twice, using a different connecting word or phrase.**

C **UNIT 8 WRITING TASK | Write a three-paragraph essay about the challenges of staying focused while trying to study or complete a task at work or at home. Use the "outline" below as a guide. Be sure to include connecting words and phrases to signal causes and results.**

Paragraph 1
Describe the things that make staying focused difficult.

Paragraph 2
Describe the results of not being able to stay focused.

Paragraph 3
Suggest some ways one might overcome the challenges and become **more focused on completing a task.**

SELF-CHECK

- ☐ Did my paragraphs follow the content and sequence suggested in Exercise C?
- ☐ Did I use connecting phrases to focus on causes?
- ☐ Did I introduce sentences with connecting words or phrases to focus on results?

WRITING MODEL

When trying to focus on a task at work, you may discover numerous distractions that can keep you from completing what you planned to do. You may find it difficult to stay focused due to your staying up late the night before. Or, as a consequence of frequent interruptions by colleagues, you may feel like you are always starting the task all over again. Many other things can distract you from a task, and the results can be significant.

Not being able to stay focused can have serious consequences. You may not be able to produce a report for your manager by the time it's due. As a result, your manager may wonder whether he or she can count on you to achieve your commitments. Your colleagues may depend on you to finish your part of a collaborative task, but you are unable to. Consequently, when these things happen, your reputation at work can suffer.

If you are having difficulty completing a task, it is important that you take action to help you stay on task. If you are frequently interrupted, you may have to close your office door or ask your colleagues not to disturb you. If you are suffering from a lack of sleep, you may have to take a break or grab a cup of coffee for a burst of energy. It's useful to have a strategy to cope with distraction and fatigue because those will probably always occur.

UNIT 9 The thesis statement in a formal essay

A **WRITING SKILL | Study the rules.**

To write a thesis statement . . .
- Narrow the topic to one or two main ideas.
- Make sure it expresses a point of view.

A **thesis statement** presents the main idea of an essay, for example, by making an argument or stating a point of view. A formal essay should include a thesis statement somewhere in the **introductory paragraph**. The **supporting paragraphs** that follow should be organized to provide reasons, facts, or examples to support your thesis. A **concluding paragraph** should restate your thesis and summarize the main points of the supporting paragraphs. The outline below shows an effective way to organize a formal essay to support a thesis.

I. Introductory paragraph
- Include a thesis statement.
- Provide a hint of the topics the essay will include.

II. Supporting paragraphs
- In each paragraph, include a topic sentence that supports your thesis statement.
- Provide examples that support your topic sentence.

III. Concluding paragraph
- Summarize the main points of your essay.
- Restate your thesis.

WRITING MODEL

There are good reasons to be optimistic about the future of the automobile. Manufacturers are already increasing their focus on providing alternative energy sources and technologies for self-driving vehicles. **Gas-powered engines and human drivers will almost certainly be replaced over the next few decades.**

Most experts today are confident that, in the future, the majority of cars will be powered by electricity. Unlike today's electric cars, which are not as popular as gas-powered vehicles, the cars of the future will be affordable and easier to maintain. For example, . . .

Recent advances in artificial intelligence will soon make human drivers obsolete. Tomorrow's electric cars will have advanced technological features that will dramatically increase safety on the road. First of all, cars will all be able to drive themselves. In addition, . . .

Based on the direction the auto industry is heading in today, we can predict these advances will come sooner rather than later. Manufacturers already offer both electric and hybrid choices that include a number of driverless features, so it's only a matter of time before gas-powered vehicles, and knowing how to drive them, become a memory.

B **PRACTICE | Essay tests often suggest topics in the form of a question. On a separate sheet of paper, write a thesis statement for each topic. Be sure to apply the guidelines above.**

1 How can we end poverty?

Poverty will be ended only if world leaders make finding a solution a top priority.

2 What are the best ways to learn about other cultures?
3 How can urban crime rates be improved?
4 What can be done to prepare for the next pandemic?
5 How can jobs be automated without causing massive unemployment?
6 Is the population shift from rural to urban areas a problem?

See page T152 for possible answers.

C **UNIT 9 WRITING TASK | Write a four- or five-paragraph essay on one of the suggested topics. State your argument in the introductory paragraph with a thesis statement. Support your argument with two or three supporting paragraphs, each with a topic sentence. In a concluding paragraph, restate your argument and summarize the main points.**

Suggested topics
- How will transportation in the next century differ from today's?
- What technological developments do you predict will change the way people communicate with each other?
- What do you think will be the greatest improvements in medical care over the next fifty years?
- What are the most important issues educators need to pay attention to in order to ensure quality education for all in the future?
- In what ways do the world's leaders need to cooperate in order to ensure a future for our planet and the people living on it?
- Your own idea: .....

SELF-CHECK
- ☐ Did I include a thesis statement that clearly states my argument?
- ☐ Does each of my supporting paragraphs have a topic sentence that supports my point of view?
- ☐ Does my conclusion summarize my main points and restate my thesis?

UNIT 9 The thesis statement in a formal essay

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Give Ss time to read the introduction, outline, and **Writing Model** silently.
- Then read the first and second sentences of the introduction aloud and ask, *What is the thesis statement in the model?* (Gas-powered . . . decades.)
- Read the third sentence and ask, *How does the second paragraph support the thesis?* (It says that most experts are confident that most cars will be powered by electricity.) *What's the topic sentence of the third paragraph?* (Recent advances . . . obsolete.)
- Read the fourth sentence and ask, *How does the last paragraph restate the thesis?* (it's only a matter of time before gas-powered vehicles . . .)
- Bring Ss' attention to the **To write a thesis statement** note and the highlighted thesis statement in the Writing Model. Ask, *What two ideas is the topic narrowed to?* (Gas-powered engines will be replaced. Human drivers will be replaced.)

> **OPTION** (+5 minutes) Have Ss work in pairs to fill in more supporting examples in the two supporting paragraphs, by continuing writing after *For example* in paragraph 2 and *In addition* in paragraph 3. Tell Ss that they can use their imagination as they make predictions about cars of the future.

B PRACTICE

Suggested time: 5 minutes | Your time:

- Go over the bulleted tips in the **To write a thesis statement** note in Exercise A again. Then ask a volunteer to read the first question and the sample thesis statement in Exercise B. Ask, *How was the topic of ending poverty narrowed?* (The writer states that world leaders need to make finding a solution a top priority.) Elicit additional thesis statements. (Possible answer: We can end poverty by providing quality education.) Write Ss' statements on the board, correcting and narrowing examples as needed.
- Have Ss write the thesis statements individually. Monitor and assist as needed.
- In pairs, have Ss compare their statements. Then bring the class together and have Ss share their ideas.

Possible answers for Exercise B

2. *To learn about other cultures, it's best to live for a time in another culture and to make friends while there.*
3. *There are a few strategies that cities can employ to improve crime rates.*
4. *Experts have pointed out three key ways in which governments can prepare for the next pandemic.*
5. *Education is the key to avoiding massive unemployment when jobs become automated.*
6. *Although the shift of so much of the world's population from rural to urban areas has presented challenges, many cities have turned those challenges into opportunities.*

C UNIT 9 WRITING TASK

Suggested time: 30 minutes | Your time:

- Read the directions. Ask volunteers to read the **Suggested topics** questions. Then elicit additional topic ideas from the class.
- Focus on one topic and elicit a thesis statement. For example, for the fourth topic (What are the most important issues educators . . .), the thesis statement could be: *To ensure quality education for all in the future, educators need to consider effective ways to teach and learn online.*
- Read the **Self-Check** list. Encourage Ss to check the format and content of their essay against the checklist as they write.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 10 Rebutting an opposing point of view

A WRITING SKILL

Suggested time: 15 minutes | Your time:

- Elicit or explain that *to rebut* an argument means to prove that an argument someone else has made is false.
- Read the introduction in Exercise A. Elicit that an *opposing argument or point of view* refers to someone else's "take," or opinion, on a topic that is different from what you believe.
- Ask a volunteer to read aloud the introductory paragraph in the **Writing Model**. Ask, *What is the thesis statement?* (Nevertheless, it is my opinion that, overall, globalization has contributed to a better world.) *What is the opposing view?* (Globalization is causing more problems than it is solving.)
- Bring Ss' attention to the **Expressions for introducing others' arguments**. Invite Ss to experiment restating the first sentence of the Writing Model using a different expression. (For example: It has been argued that globalization is causing more problems than it is solving.)
- Then point out the **Transitions and subordinating conjunctions . . ..** Ask, *Which one is used in the thesis statement?* (Nevertheless) *What other transition could be used here?* (However)
- Have Ss work in pairs to read about supporting and concluding paragraphs and analyze them in the Writing Model. Then elicit the transitions used in these paragraphs. (All the same; In spite of this) Ask Ss to suggest other transitions from the box to replace them. (For example: *Even so* to replace *All the same; Nevertheless,* to replace *In spite of this*)

B PRACTICE

Suggested time: 10 minutes | Your time:

- Read the directions. Then ask a volunteer to read the sample paraphrase.
- Have Ss scan the Reading on page 108 for five arguments supporting or opposing globalization.
- Ask Ss to paraphrase the five arguments. Tell them to write the full statements. Refer them to the expressions for introducing others' arguments to create their statements.
- Suggest Ss fold or divide the sheet of paper vertically and write each argument on one side of it (so that they can write the rebuttals in the next exercise side by side).
- Have Ss compare their paraphrases in pairs. Then ask volunteers to share their statements with the class.

Possible answers for Exercise B

1. *According to the article, globalization has brought the world's cultures and economies together.*
2. *According to Kuhn, many people have a higher standard of living as a result of globalization.*
3. *It has been argued that globalization benefits global corporations rather than the people in developing countries.*
4. *Kuhn points out that exporting jobs to poorer countries results in a wider income gap within richer countries, as lower-wage jobs are lost.*
5. *Critics say that globalization has led to a greater risk of pandemics.*

C PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the sample rebuttal. Make sure Ss understand it rebuts the sample argument in Exercise B.
- If Ss wrote the initial arguments in Exercise B on a folded or divided sheet of paper, encourage them to use the space on the other side to write the counterarguments.

Possible answers for Exercise C

1. *All the same, not all cultures and economies have enjoyed the same growth and benefits.*
2. *However, along with a higher standard of living comes threats to the global environment.*
3. *In spite of this, these workers are still better off than they would have been without the jobs the corporations provide.*
4. *Nevertheless, the benefits to workers in poorer countries are substantial.*
5. *Even so, globalization is here to stay; there is no alternative.*

D UNIT 10 WRITING TASK

Suggested time: 25 minutes | Your time:

- Ask Ss to use their notes in Exercises B and C to write an essay. Point out that the essay should have an introduction, a conclusion, and two supporting paragraphs. Suggest Ss follow the model to present their point of view and rebut the opposing point of view. Remind them to use the expressions for introducing others' arguments and the transitions and subordinating conjunctions for rebuttal.
- Read the **Self-Check** list. Encourage Ss to check the format and content of their essays against the checklist as they write.
- Have Ss exchange essays in pairs and offer peer feedback using the topics in the checklist.
- Refer Ss to the Writing Process Worksheet in the Portal for additional guidance with pre-writing and peer feedback.

UNIT 10 Rebutting an opposing point of view

A WRITING SKILL | Study the rules.

When writing a rebuttal to an opposing argument or point of view, support your ideas by presenting them one by one. Following is an outline to organize your essay effectively.

I. Introductory paragraph
First, explain the issue and summarize the opposing point of view. Then include a thesis statement that states your own point of view.

II. Supporting paragraphs
In each paragraph, state one argument supporting the point of view you are rebutting. Use details and examples to support your own point of view.

III. Concluding paragraph
Summarize your point of view.

Expressions for introducing others' arguments:
According to [Dr. Kuhn], . . .
Some people [say / think / feel] that . . .
Many experts [argue / believe] that . . .
It may be true that . . .
It has been [argued / said / pointed out] that . . .

Transitions and subordinating conjunctions for your rebuttal:

However, . . .	All the same, . . .
Nevertheless, . . .	In spite of this, . . .
Even so, . . .	

WRITING MODEL

There are many people who feel that globalization is causing more problems than it is solving. **Nevertheless, it is my opinion that, overall, globalization has contributed to a better world.** We need to accept it as the reality of today's world and do what we can to make it work for everyone.

Critics argue that many countries have not benefitted as much as others. **All the same**, we shouldn't assume that all countries will benefit at the same speed or time. It is a fact that free trade has greatly benefitted nations in East and Southeast Asia. Their economies have grown substantially in this century and their standard of living has greatly improved. There's no reason to believe this won't happen elsewhere, for example in West Africa.

It has been argued that globalization has caused an increase in the spread of disease, worsened pollution, and made it easier for criminals to cross borders. **In spite of this**, I believe that free trade and increased international cooperation have also made it easier for nations to fight these problems more effectively. With attention, these are problems that can be solved.

Clearly, globalization has created problems that need to be overcome. **Even so, I believe the advantages of globalization far outweigh the problems.**

B PRACTICE | Look at the interview with Angela Kuhn on page 108. Find five arguments that support or argue against the idea that globalization has been a positive force for change. On a separate sheet of paper, paraphrase each argument in your own words and introduce each with the expressions from Exercise A.

See page T153 for possible answers.

It has been argued that globalization has improved the quality of life in many places.

C PRACTICE | Now write statements to rebut each of the arguments that you introduced in Exercise B. Use the suggested transitions and subordinating conjunctions.

See page T153 for possible answers.

Even so, the outsourcing of manufacturing has reduced job opportunities in some countries.

D UNIT 10 WRITING TASK | Write an essay of at least four paragraphs in which you present your point of view about globalization and rebut the opposing point of view. Or summarize and rebut Kuhn's arguments for or against globalization in the interview on page 108.

SELF-CHECK

- ☐ Did I summarize the point of view I want to rebut in my introduction?
- ☐ Did I rebut each argument by providing details and examples to support my own?
- ☐ Did I use the suggested expressions and transitions or subordinating conjunctions to link my ideas clearly?
- ☐ Did I summarize my point of view in my conclusion?

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: *positive attitude*. 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: *Encourage and offer suggestions to support others.*
- 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 short 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.
- 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 **POSITIVE ATTITUDE** Definition: *The ability to support other people's ideas with respect and enthusiasm* Lesson focus: Encourage and offer suggestions to support others	When a friend or colleague shares thoughts, ideas, or feelings about something	○ Use rising intonation for *yes / no* questions and falling intonation for information questions and statements ○ Use an enthusiastic tone of voice	Use inviting expressions and gestures; Lean in to demonstrate attention and openness
UNIT 2 **INTEGRITY** Definition: The ability to communicate your values clearly to build the culture of trust and transparency Lesson focus: Indicate when your ideas are similar or different	When talking with others about something that they may have different views on	○ Stress words showing similarity or difference ○ Use falling intonation ○ Use a calm tone of voice	Make eye contact; Use body language (e.g., mirror the speaker's posture and gestures) to strengthen agreement or difference of opinion
UNIT 3 **EFFECTIVE COMMUNICATION** Definition: *The ability to understand what other people are expressing and to express your own thoughts clearly and respectfully* Lesson focus: Use self-correction to repair errors or slips of the tongue	When clarifying what you mean to the person or people listening	○ Pause after *I mean* and other phrases used to clarify your point of view ○ Stress important verbs and negative expressions	Open your eyes wider; Use "explaining" hand gestures to show that you'd like to correct or clarify your words
UNIT 4 **ADAPTABILITY** Definition: *The ability to reflect on a new situation and adapt your response for better communication* Lesson focus: Use hesitation expressions to buy time to prepare yourself to answer unanticipated questions	When discussing a tough issue with a friend or colleague	○ Pause after *Hmm* and other expressions used to show hesitation ○ Speak slowly ○ Stress the adjectives *good* and *tough*, and the verb *think* in the example expressions	Tilt your head or look away to allow more space for thought; Use body language (e.g., touch your chin with your fingers) to express you need time to think of an answer

Soft skill, definition, and focus	When to use the skill—example situation	Intonation tips	Example(s) of body language
UNIT 5 **DECISIVENESS** Definition: *The ability to offer opinions that influence other people's actions* Lesson focus: Offer a strong or weak hypothesis	When speculating about a topic in a discussion	○ When offering a strong hypothesis, use a confident tone of voice and stress the adjectives and adverbs ○ Pause before *but* in the introductions for offering a weak hypothesis	Raise your eyebrows and nod when presenting a strong hypothesis; Tilt your head and use a doubtful facial expression to show hesitation
UNIT 6 **PROBLEM SOLVING** Definition: *The ability to identify and analyze problems and then suggest and implement solutions* Lesson focus: Give constructive feedback non-judgmentally	When a friend or colleague is asking for or giving constructive feedback	○ Pause after introductory phrases like *Next time, Well,* and *The way I see it* ○ Use an inquisitive tone with *Did you consider . . . ?* ○ Use falling intonation when agreeing with the advice	Make eye contact; When giving feedback, use body language (e.g., point to yourself) to show how you see the issue
UNIT 7 **LEADERSHIP** Definition: *The ability to motivate others toward the completion of a goal* Lesson focus: Encourage others to support their ideas	When sharing ideas and eliciting support or agreement, in both work and social settings	○ Use rising intonation for *Can you . . . ?, For example?, For instance?, and Such as?* questions to show interest in hearing more ○ Use an encouraging tone of voice	Nod your head gently as you listen; Raise your eyebrows and make eye contact
UNIT 8 **RESPECTFULNESS** Definition: *The ability to consider and accept other people's opinions* Lesson focus: Interrupt and delay an interruption	When somebody 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	○ Put stress on the content words (*Sorry*, *Excuse*, *hate / interrupt*, *let / say*, *butt in*) ○ Pause after each phrase introducing your own thought ○ Raise your voice slightly when you'd like to continue with your thought	Use a thoughtful expression; Use subtle gestures (e.g., raise your hand) and raise your eyebrows to signal that you'd like to interrupt and add something
UNIT 9 **CONFLICT RESOLUTION** Definition: *The ability to settle a disagreement and to prevent it from escalating* Lesson focus: Respectfully acknowledge that others may disagree with you	When discussing an issue that you expect somebody has a different opinion about	○ Put stress on the verbs, adjectives, and negatives (*disagree*, *complicated*, *controversial*, *<u>not</u> a . . .*) ○ Pause before *but* in each phrase introducing your argument ○ Maintain a respectful tone	Keep a neutral expression; Nod to show you've acknowledged the other person's views
UNIT 10 **NEGOTIATION** Definition: *The process of reaching a consensus between parties with opposing views* Lesson focus: Attempt to come to agreement by respectfully acknowledging an opposing point of view	When you disagree with somebody on an issue but would like to come to an agreement	○ Put stress on the verbs in the introduction (*hear . . . saying*, *understand . . . saying / coming from*) ○ Pause before *but* ○ Put contrastive stress on the pronouns *I* and *my* in the second part of your statement	Make eye contact; Point to the listener and then yourself to show that both your and the other person's opinion are equally valid

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 5* Soft Skills Booster also contribute to students' success in academic settings and in everyday life. Each Soft Skills Booster unit focuses on one soft skill, which is then practiced with a partner. Finally, students are directed to apply the soft skill 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: POSITIVE ATTITUDE

Encourage and offer suggestions to support others

(For Exercise B, page 11)

TIP: Maintaining a positive attitude in response to others' ideas encourages creativity and innovation, which are important to a company's success.

A **Use these expressions to encourage and offer suggestions to your partner. Listen and repeat each one.**

Encourage someone	Offer suggestions
That's an excellent idea. I think you should go for it. I bet you can make it happen. You should give it your best shot.	Have you thought about ___ ? What about ___ ? You may want to consider ___ . I'd suggest you ___ .

B **PAIR WORK | Take turns reading and completing the prompts below. Your partner will encourage you or offer a suggestion. Use expressions from Exercise A.**

Student A	Student B
I'd really like to visit ..... someday. **(country name)**	I've always dreamed of living in ..... . **(place name)**
I've always wanted to study ..... . **(name of subject)**	I've always wanted to study in ..... . **(country name)**
I'd love to buy a house or apartment in ..... . **(city or neighborhood name)**	I think it would be interesting work for a / an ..... company. **(foreign nationality)**
I think it would be interesting to be a / an ..... . **(job title)**	I think it would be great to do volunteer work with ..... . **(type of people needing help)**
I've always wanted to learn how to play ..... . **(sport name)**	I would love to take up ..... . **(name of a hobby)**
Your own idea:	Your own idea:

C **Now practice encouraging and offering suggestions as you do Exercise B on page 11.**

UNIT 2 Soft skill: INTEGRITY

Indicate when your values are similar or different

(For Exercise C, page 21)

TIP: Letting your colleagues know how your values align or differ builds trust and establishes you as someone with integrity.

A **Use these expressions to state when your values are similar to or different from those of your colleagues. Listen and repeat each one.**

When your ideas are similar . . .	When your ideas differ . . .
You and I think alike.	That's where we differ.
I feel the same way you do.	I guess I don't see things the same way.
I like what you're saying.	That's not how I see things.
You're so much like me.	That's so not me.

B **PAIR WORK | Take turns reading the prompts below. Your partner will indicate if his or her values are similar or different. Use expressions from Exercise A.**

Student A	Student B
One of my core values is patience. I'm not naturally patient . . . I have to work at it. That's why I've made it one of my goals.	Loyalty is very important to me. I mean, if your family or friends don't stand by you through thick and thin, what's the point?
I find it important to think about gratitude every day, especially when I wake up in the morning. I start the day by thinking about the people and things I'm thankful for.	Frankly, I'm sick of seeing homeless people on the street. I mean, responsibility is an important core value in my life. Those people should just get jobs. If you work hard enough, you'll have everything you ever need.
One of my most important life goals is wealth. I want to become financially independent and have enough money to buy any of the things I want. Only then can I think about other values that may also be important to me.	I have to say, all this talk about values just sounds silly to me. Who has time to think about such things? I sure don't. I have more important things to think about.
For me, kindness is the most important thing. I need to practice kindness with people I like as well as people I don't like. Just because some people say unkind things to me doesn't mean I have to do the same to them.	My core value? That's easy: fun. Life should be fun, and the people I hang out with should be fun, too. That's what makes life worth living, in my opinion.
Your own idea:	Your own idea:

C **Now practice indicating when you and your partner's values are similar or different as you do Exercise C on page 21.**

UNIT 3 Soft skill: EFFECTIVE COMMUNICATION

Use self-correction to repair errors or slips of the tongue.

(For Exercise B, page 33)

A **Use these expressions to correct yourself when you make a slip of the tongue or an error during a discussion. Listen and repeat each one.**

TIP: Self-correction shows that you are willing to admit your mistakes in order to communicate effectively.

Self-correcting

I mean ___ .
Not (X), (Y).
I didn't mean (X). I meant (Y).
What I meant to say was ___ .
What I was trying to say was ___ .
Let me try that again.

Remember: To acknowledge you've made an error, say . . .
Sorry.
Oops.
Excuse me.

B **PAIR WORK | Take turns reading the prompts. Practice self-correcting with expressions from Exercise A.**

Example: YOU SAY: I'm really terrified of high spaces.
BUT YOU MEANT TO SAY: high *places*

"I'm really terrified of high spaces. Sorry . . . I didn't mean high spaces. I meant high places."

Student A	Student B
YOU SAY: Stevie Wonder lost his hearing shortly after birth. (**BUT YOU MEANT TO SAY:** his *sight*)	**YOU SAY:** Evelyn Glennie's hearing began to deteriorate when she was eight years old. (**BUT YOU MEANT TO SAY:** *ten* years old)
YOU SAY: What was amazing was that he was a childhood policy. (**BUT YOU MEANT TO SAY:** a childhood *prodigy*	**YOU SAY:** Glennie wrote her autobiography and collaborated on a film called "Touch the Sky." (**BUT YOU MEANT TO SAY:** "Touch the *Sound*")
YOU SAY: When his mother worried about their hardships, Stevie Wonder told him that he was happy with his life. (**BUT YOU MEANT TO SAY:** told *her*)	**YOU SAY:** As a public speaker, Glennie teaches her audiences how to listen, even though she have lost her ability to hear. (**BUT YOU MEANT TO SAY:** even though she *lost*)
YOU SAY: I wonder if Joy Booth gets petty swans when someone . . . (**BUT YOU MEANT TO SAY:** *sweaty palms*)	**YOU SAY:** Joy Booth said that he learned how to deal with her fear from her sister, who has a PhD in neuroscience. (**BUT YOU MEANT TO SAY:** *she* learned)
YOU SAY: Gabe was feeling blue because of something an intern said to him at work. (**BUT YOU MEANT TO SAY:** of something he said to an intern at work.)	**YOU SAY:** Luz advised her husband to call her intern up and face the music. (**BUT YOU MEANT TO SAY:** *his* intern)

C **Now practice correcting yourself, if necessary, as you do Exercise B on page 33.**

UNIT 4 Soft skill: ADAPTABILITY

Use hesitation expressions to buy time to prepare yourself to answer unanticipated questions.

(For Exercise B, page 41)

A **Use these hesitation expressions to give yourself more time to respond to an unanticipated or unexpected question during a discussion. Listen and repeat each one.**

Hesitation expressions
Hmm . . . That's a good question.
Let's see . . . That's a tough one.
You know, I'd have to think about that.
Um, I'm not sure. Let me think about that for a second.

TIP: Being able to "think on your feet" in order to adapt to an unanticipated question builds your self-confidence and improves the quality of social interaction.

B **PAIR WORK | Take turns asking the questions below. Buy time with hesitation expressions from Exercise A before answering each question.**

Student A	Student B
When was the last time you lost your temper?	
	Do you usually keep your feelings in or say what's on your mind?
When was the last time you wanted to express your feelings but held yourself back?	
	Can you remember a time you told someone off?
Have you ever made an issue of something and regretted it later?	
	Can you remember a time when someone was upset about something and took it out on you instead?
When was the last time you decided to shrug something off instead of worrying about it?	
	How do you let off steam when you're worried or upset about something?

C **Now practice buying time with hesitation phrases as you do Exercise B on page 41.**

UNIT 5 Soft skill: DECISIVENESS

Offer a strong or weak hypothesis

(For Exercise C, page 53)

TIP: Being able to emphatically state an opinion as well as confidently admit when you're not sure is crucial to developing good leadership skills.

A **Use these expressions to offer a strong or weak hypothesis during a discussion. Listen and repeat each one.**

Offering a strong hypothesis	Offering a weak hypothesis
It's obviously . . .	I might be wrong about this, but I think . . .
This is a perfect example of . . .	It seems to me like this could be . . .
It sure sounds to me like . . .	This may sound crazy, but it might be . . .

> **This is a perfect example of** the Superiority Theory. We laugh because we feel smarter than someone else.

> **I might be wrong about this, but I think** this is funny because of both the Relief Theory *and* the Incongruity Theory.

B **PAIR WORK | Take turns reading the jokes aloud and offer a strong or weak hypothesis about which theory best explains the intended humor of each joke — the Superiority, Incongruity, or Relief Theory. Use expressions from Exercise A.**

1
A man complained to his wife, "Today was so depressing! It rained all day. I had a ton of work to do. And my boss told me I need work harder.
I hate Thursdays!" She replied, "You think today's bad? Just wait two days." "What happens in two days?" he asked. She replied, "It's a sadder day!"

2
What's the difference between a cat and a sentence?
A cat has claws at the end of its paws. And a sentence has a pause at the end of its clause.

3
Seeing one of the students sleeping in class, the teacher became very angry. "Wake up!" the teacher yelled. "You can't sleep in my class!"
"I know," the student said. "But if you were just a bit quieter, I *could*!"

4
One day, I was walking in the park and I sat down on a bench and started singing. An elderly man was sitting on a bench nearby. After a few minutes, he got up and walked over and said, "You know, I've always wanted to sing. But now I wish YOU could!"

5
A young woman was working on her laptop at the local coffee shop when she suddenly exclaimed, "Oh no!"
"What's wrong?" asked the server.
"What's wrong? Someone hacked my password. This is the third time I've had to rename my cat!"

6
An English teacher explained to her class how a double negative in English forms a positive. She wrote on the board, "For example: He's not unhappy," and she said, "This actually means he's happy."
One student asked, "What about a double *positive*? Would that form a negative?" "There's no such thing as a double positive in English," the teacher replied confidently. But then she heard a voice from the back of the room, "Yeah, right!"

7
A customer was returning a computer to the store:
"This computer's broken!"
"What's wrong?" the clerk asked.
"When I try to print, it says: Can't find the printer."
The clerk said, "I'm so sorry. How frustrating!"
The customer replied, "It sure is. I even tried turning the screen around to face the printer, but the computer *still* couldn't find it!"

8
Hal and Sal meet for coffee in the company break room. Hal says, "Hey, I just bought a wooden car!"
Sal says, "A wooden car? Never heard of such a thing!"
"Me neither," says Hal.
"But it's a beauty. It's got wooden wheels."
Sal says, "How unusual!"
"And it's got a wooden engine," says Hal.
Sal says, "A wooden engine? No way!"
"Anyway, I'm trying to get my money back," says Hal.
Sal asks, "How come?"
Hal answers, "It wooden start!"

C **Now practice offering strong or weak hypotheses as you do Exercise C on page 53.**

UNIT 6 Soft skill: PROBLEM SOLVING Give constructive feedback non-judgmentally

(For Exercise B, page 63)

A **Use the expressions on the left to give constructive feedback and advice non-judgmentally. Use the expressions on the right to respond. Listen and repeat each one.**

TIP: Not judging someone else's previous error or misfortune makes it easier for him or her to accept constructive feedback.

Giving advice	Responding to advice
Next time, you might want to think about (not) . . .	You're absolutely right.
Did you consider (not) . . . ?	Yeah, you're right.
Well, if I were you, next time I would (not) . . .	Yeah, you may be right.
If you ask me, it probably would have been better (not) to have . . .	Maybe, but . . .
The way I see it, you probably should (not) have . . .	

B **PAIR WORK | Take turns reading each problem aloud. Your partner gives you constructive feedback and you respond. Use expressions from Exercise A.**

Student A (Student B gives feedback)	Student B (Student A gives feedback)
I got to the airport at 6:45 for a 7:30 flight, but I got bumped. They said the flight was full, and I'd have to wait ten hours for the next one!	I made a reservation by phone, but when I got to the hotel they didn't have any record of it. It took me hours to find a hotel that had a room.
Someone stole my camera and wallet out of my backpack. I'd left my backpack on the beach while I was swimming.	We had some drinks and snacks from the little fridge in our hotel room. When we checked out, we were shocked at how much we were charged for them!
The taxi driver was going so fast! I was terrified, and I was holding onto my seat. Suddenly the car swerved. I hit the door and got a bad bruise on my arm.	When I returned the rental car, they noticed a broken taillight. I knew it hadn't been my fault—it must have already been there when I rented the car. But they charged me for it anyway.
The food at the street market had a funny taste—I thought it was a spice I hadn't tried before. But then after I got back to the hotel, I started throwing up and was terribly ill for three days.	I had my wallet in my back pocket. When I got off the subway, a couple of guys bumped into me. Next time I checked, my wallet was gone! They got away with all my cash!
When I got to the hotel, they couldn't find my reservation. I got angry at the clerk and started yelling. He called security and they grabbed me and led me outside.	I took a six-day tour of Europe. We saw London, Paris, Madrid, Rome, Vienna, and Berlin. But by the fourth day of the trip I was totally exhausted and got totally confused about which city I was in!

C **Now practice giving advice feedback the past as you do Exercise B on page 63.**

UNIT 7 Soft skill: LEADERSHIP — Encourage others to support their ideas

(For Exercise B, page 75)

TIP: Asking others to elaborate on their ideas helps build mutual respect and a habit of critical thinking among people who work together.

A **Use these expressions to encourage others to provide examples that explain or support their ideas. Listen and repeat each one.**

Asking for examples

What led you to that conclusion?

Can you explain what led you to that?

What are some examples of that?

For example? / For instance? / Such as?

> "Really? What led you to that conclusion?"

> "Have you been following the news? Some fans really crossed the line this week by yelling ethnic jokes at some of the players on the opposing team."

B **PAIR WORK | Take turns reading a statement as a conversation starter. Using expressions from Exercise A, ask your partner to explain or support his or her statement.**

Student A	Student B
Advertisements use various strategies to persuade people to buy a product.	Unfortunately, racism still influences people's behavior.
Movies can affect people in profound ways.	The news doesn't always report a story in an objective way.
What celebrities do has a huge effect on popular culture.	A person's family and friends probably have the most influence on his/her belief system.
Many people depend on expert opinions to help them make decisions on difficult or complicated issues.	Schools, companies, or other institutions also shape people's values.
Although not as widespread as in the past, sexism still exists in the workplace.	Hypnosis can be used to affect people's behavior.
Your own idea:	Your own idea:

C **Now practice asking for and giving examples as you do Exercise B on page 75.**

UNIT 8 Soft skill: RESPECTFULNESS Interrupt and delay an interruption

(For Exercise B, page 83)

TIP: In a lively group discussion, knowing how to interrupt and how to delay someone's interruption enables others to fully complete their thoughts and cuts down on frustration.

A **Use these expressions to politely interrupt, or to delay an interruption, during a discussion. Listen and repeat each one.**

Interrupting	Delaying an interruption
Sorry / Excuse me, but . . .	Let me just finish this thought.
I hate to interrupt, but . . .	First let me say . . .
Yes, but let me just say that . . .	Just one second.
I don't mean to butt in, but . . .	I'm almost finished.

B **PAIR WORK | Read your script aloud. Your partner tries to interrupt you as you read, and you try to delay each interruption. Use expressions from Exercise A.**

Script 1

Student A

A: I work in an office where I have to do a lot of paperwork, but I also get a lot of phone calls—I can't stand getting all those calls—I lose my concentration and I can't focus on the paperwork . . . But I've got to answer the phone because no one else will—my co-workers are all really lazy—so I get very frustrated and hardly get any work done . . . Though I've tried to talk to my boss about it, she says I should be able to get the paperwork done AND answer the phone—but she's quite wrong—and I just don't think there's anything I can do about it! I think I'm just going to have to quit!

Student B tries to interrupt

B: ___ I work in an office where I have to do a lot of paperwork and answer the phone, too. And there's a pretty simple solution.

B: ___ I really think there's probably a simple solution. I would suggest not answering the calls but instead listening to them later on voicemail.

B: ___ If you can just answer the voicemail once every hour or so, you could get an hour's worth of paperwork done uninterrupted.

Script 2

Student B

B: I sit at a desk all day, and I've got this terrible chair—it's very cheap and old, and it's hard on my back—lower back pain—you can imagine how terrible that must feel . . . And I also get pain in my shoulders—so I have this awful pain all day long, even after work . . . And I've gone to see a doctor about it and he gave me some medication, but it makes me sleepy—so I can't take it at work—but my back hurts so much that the pain interferes with the quality of my work—and my boss is too cheap to get me a good chair! He gets angry when I complain, which I do a lot, but I don't know what else to do!

Student A tries to interrupt

A: ___ I used to have a bad chair in my office, too, and I had some back pain. So let me tell you what I did about it.

A: ___ There are some good chairs that are designed to support your lower back.

A: ___ A better chair might be a bit expensive, but if you're in so much pain, I'd recommend going ahead and buying one with your own money.

A: ___ You really should get a better chair.

C **Now practice interrupting and delaying interruptions as you do Exercise B on page 83.**

UNIT 9 Soft skill: CONFLICT RESOLUTION

Respectfully acknowledge that others may disagree with you

(For Exercise B, page 99)

TIP: Acknowledging that your colleagues may have different points of view from your own enables them to hear yours with an open mind.

A **Use these expressions to respond to complex or controversial questions. Listen and repeat each one.**

Responding to complex or controversial questions
You may disagree, but I believe . . .
It's a complicated issue, but I guess . . .
It's a controversial subject, but I think . . .
There's not a simple answer, but I suppose . . .

B **PAIR WORK | Take turns asking the questions below. Use expressions from Exercise A when responding.**

Student A	Student B
What do you think is the most serious problem the world is facing?	
	What do you think is the biggest problem in our country?
What do you think the biggest problem with the news media is?	
	What do you think the most serious problem with our education system is?
What do you think the most serious problem with our government is?	
	What do you think is the biggest threat families are facing today?
Your own idea:	
	Your own idea:

C **Now practice using these phrases for responding to complex or controversial questions as you do Exercise B on page 99.**

UNIT 10 Soft skill: NEGOTIATION

Attempt to come to agreement by respectfully acknowledging an opposing point of view

(For Exercise B, page 109)

TIP: It's easier to negotiate differences of opinion when you show acceptance of an opposing view and provide reasons for your own point of view.

A **Use these expressions to politely disagree with others but to indicate that you are open to their ideas as well.**

Disagreeing politely

Maybe, but don't you think . . .?

I hear what you're saying, but the way I see it . . .

That's one way to look at it, but from my point of view . . .

I understand what you're saying, but if you ask me, I think . . .

I understand where you're coming from, but I tend to think that . . .

B **PAIR WORK | Take turns reading the prompts and politely disagreeing with your partner. Use expressions from Exercise A to acknowledge your partner's opinion and introduce your own.**

Student A	Student B
I believe globalization is helping raise wages and living standards for everybody all over the world.	(globalization has hurt all the people who live in developing countries)
(globalization has generated most of the jobs we have in this country)	(the large multinational corporations only bring in low-wage jobs)
(the large multinationals are investing a lot in our country and helping our economy)	(the large multinationals are taking all the money they make here out of the country)
(globalization is spreading money around the globe and helping poor people become rich)	(globalization is bankrupting all the small shops and family-owned businesses in this country)
(globalization is letting us export more and more — and bringing in new imports that we can't make in our own country)	(globalization is totally destroying our culture and way of life)

C **Now practice disagreeing politely as you do Exercise B on page 109.**

Student's Book Audio Script

UNIT 1

Page 2, Preview, Exercise A

A: Well, I finally sent out my résumé. Now it's just wait and see if someone bites.
B: Bites?
A: I mean, whether I've landed an interview.
B: How many jobs did you end up applying for?
A: Ten. Does that sound like overkill?
B: Not really. The food industry's so trendy right now, so restaurant management jobs are pretty competitive. But you've been freelancing as a restaurant reviewer for the local newspaper these last two years while you were studying. That experience should make you a top candidate.
A: That's what I'm hoping, but you never know.

Page 5, Lesson 1, Exercise D

Conversation 1

A: You'll never believe what I saw on my way to class today.
B: What?
A: Well, I was running to catch the bus when I saw a bear at the bus stop eating ice cream.
B: Come on!
A: No, seriously. They were shooting a video to promote some children's movie, and I guess they thought the bus stop would be a good location. In any case, by the time my bus came, they had finished the shoot.

Conversation 2

A: Oh, no, Mom!
B: What happened?
A: That girl over there at the cashier. She's buying the sweater I was thinking of buying.
B: How did she get it?
A: She must have taken it when I was trying on this one. But I wanted that one.
B: Well, did you leave it on the table?
A: I must have. I tried it on and then I put it back on the table when I went into the dressing room to try this one on. I wanted to compare it with the first one. I could kick myself. I had my heart set on that sweater.
B: Well, there's no way she could have known you wanted it. I think you're out of luck, Lisa.

Conversation 3

A: Oh, no! I can't find my phone. Again.
B: Well, I'm sure it must be somewhere. When did you see it last?
A: Let me think. Well, I used it to text Mark.
B: Where were you when you texted him?
A: Hmm. I guess I was in the car.
B: No offense, Diane, but were you driving at the time?
A: What difference would that make?
B: Well, first, it's pretty reckless to text while driving. But the main reason I asked was to help you figure out when you sent the text.
A: Actually, I remember now. I had parked and I was in the parking garage downstairs when I texted him. Right after that, I came up here.
B: Did you have a lot of packages?
A: Yes, I did. Oh, now I remember! I stuck the phone into the bag from the supermarket. It must still be there. I haven't put the food away yet. Thanks!

Page 6, Lesson 2, Exercise B

Conversation 1 (B = French)

A: So, have you made up your mind about a career yet?
B: Pretty much. It's going to be something with either singing or dance. I'm really serious about a career in music.
A: Makes sense to me. You've always been the musical type.

Conversation 2

A: Bob seems a lot calmer than he used to. What's come over him?
B: I know—I've noticed it, too. I guess those meditation classes have really taught him how to relax.
A: So that's it.

Conversation 3

A: What's with Nina? Someone started talking about where we'd all be a year from now, and she just got up and walked out of the room.
B: Oh, she's a bit disappointed. She just heard from two of the three graduate programs she applied to. And she didn't get into either of them.
A: Wow. That's too bad.
B: Well, you can't blame her for feeling down.
A: Nope.

Conversation 4

A: What are Jan's plans for next year? I'll bet she'll be doing something with math—she's such a whiz.
B: As a matter of fact, she's starting engineering school in September.
A: No surprise there.
B: And three schools have already accepted her!
A: That's great.

Conversation 5 (A = Australian English)

A: Did you hear about Tom? He just quit his job in accounting and accepted a position teaching math at the university.
B: That's quite a career change!
A: No kidding. But you know, I never thought he was really well suited for the business world.
B: I think he'll make a great teacher, though.
A: Me too.

Conversation 6 (B = Japanese)

A: I hear you want to do something in medical research.

B: That's right.

A: Well, have you gone on any interviews yet?

B: Not yet. But I found out that MediLabs has an opening for an apprenticeship.

A: Oh, great.

B: So I filled out an application, and I'm going for an interview on Monday.

Page 10, Lesson 4, Exercises A, B, and C

A: Welcome to another episode of Job Builder Daily—the self-help podcast that helps make your career dreams come true. Today's topic is the successful job interview, and today's guest is long-time career counselor Evan Swan. Welcome, Evan. So, what can you tell our listeners that will guarantee them a successful interview?

B: Nice to be with you again, Megan. OK. Let's get right to it.

A: So you've sent in an application and a résumé for that dream job you saw advertised online, and the employer thinks you might be a good candidate. He's been in touch to schedule an interview. So far so good.

B: Many of you may already know how important it is to make a good impression by dressing appropriately, offering a firm handshake, and maintaining eye contact in a face-to-face interview. At the same time, there are other aspects of your behavior that can make the difference between getting that job or not getting it.

Being late to a job interview is almost always a disqualifier. Most candidates are on their best behavior for their interview, so being late's a major red flag for employers. Since punctuality is expected in any kind of work setting, arriving late for the interview makes your future employer worry that you'll have a problem being punctual if you take the job. If, due to unforeseen circumstances, you do arrive late, it's essential to provide an airtight detailed excuse, explaining why your lateness was unavoidable. If at all possible, call or text to give the employer or his or her assistant a heads-up so your lateness isn't a surprise. When you arrive, apologize and reassure the interviewer that this isn't habitual behavior on your part.

Another thing that can get an interviewee off on the wrong foot is being overly informal or too familiar. Even though the person who interviews you might be friendly or dressed informally, don't take this as permission to be inappropriately casual. If an interviewer wants to be addressed by his or her first name, he or she will invite you to do that. If not, be sure to stick with last names and titles.

Remember that employers want to know that you're interested in the job and will be a motivated employee. A candidate who hasn't taken the time to learn something about the company or the position being offered appears unmotivated and willing to take anything that comes along. Even if you are sure you already know everything you need to know about the job or company, prepare two or three relevant questions for the interviewer about the position or the company. And then listen with obvious interest to the answers, following up with thoughtful questions that demonstrate that you've been listening.

So, before that job interview, here are a few additional quick tips to keep in mind. Try to be concise when answering questions. Stay on topic and don't provide a lot of irrelevant information. Tell the interviewer your aspirations, where you'd like to be professionally in the next few years. And be positive about yourself and your achievements, but don't brag. Modesty is always the best policy. And two final no-nos: Don't seem desperate to get the job and don't criticize your current employer, ever. Those always create a bad impression.

UNIT 2

Page 12, Preview, Exercise A

Want to know the honest truth? We all tell lies. Yes, I mean *everybody* does.

In a psychological study, 147 participants were asked to keep a diary of the lies they told over the course of a week. Researchers found that participants told lies to about thirty percent of the people with whom they interacted. There wasn't a single day during the study when the participants didn't tell at least one lie.

In fact, we live in a world where we are often punished for being truthful and rewarded for lying. For example, we tell our spouse we got stuck in traffic instead of admitting that we forgot about a dinner date. So we're rewarded with our spouse's sympathy—instead of anger or disappointment. Making up an excuse keeps us out of trouble.

And then there are *white* lies: white lies are lies we tell to try to avoid hurting someone else's feelings. For example, we say we love a friend's gift when in fact we don't' like it at all. Who could argue that it would be better to tell your friend the truth? "Thank you, but I hate your gift." I don't think so. Believe it or not, telling white lies may in fact be good for us socially because they protect the feelings of the people with whom we interact.

So whether we're telling them to protect ourselves . . . or to protect others . . . we all tell lies. And here's an interesting fact . . . research shows that the people whose professions require the most social contacts—for example, store clerks, salespeople, politicians, and journalists—tell the *most* lies.

Sometime when you're ready, try keeping a diary for a week and see how long you can go without telling a single lie. Good luck!

Page 16, Lesson 2, Exercises A and B

Conversation 1

A: Thanks for letting me borrow your car, but I don't know how to tell you this . . . I had a little accident.

B: Oh, no! Are you OK?

A: I'm fine. I'm fine.

B: Thank goodness.

A: But I'm afraid I damaged the driver's side door when I was parking. Don't worry, though. The repair shop says they can fix it . . . and I'll pay for the damage, of course.

B: Are you sure?

A: I insist.

Conversation 2 (A = Russian)

A: Welcome back.

B: Thanks. And thanks for letting me borrow this suitcase.

A: Uh, what happened to it? When I lent it to you, it had four wheels.

B: Uh-oh. I hadn't noticed that. Those airline baggage guys are way too rough on people's bags.

A: Well, do you think you could get it repaired?

B: You know, it wasn't really my fault. Why don't you just call the airline and see if they'll own up to it?

Conversation 3 (A = American English [regional])

A: Gene, look out! (car screeching) Why are you driving so fast in this rain? We could have been killed!

B: Are you kidding? That guy just cut me off!

A: Well, if you hadn't been speeding, it wouldn't have been a problem.

B: He shouldn't have changed lanes right in front of us.

A: What are you talking about? It was *your* fault. You were going too fast for this weather.

B: No way. If it hadn't been for him, there wouldn't have been a problem.

Conversation 4

A: Kerry, I was just looking at my copy of the contract you sent out, and there's an error in it.

B: The one for the painters? What's wrong?

A: It says the work has to be completed by June first, but the agreement we made with the painters was actually for May first.

B: Oh, no! You're right. That's totally my fault. I can't believe I got the date wrong.

A: Well, we'll have to do something to correct it.

B: I'll call the painter right now and tell him there's a mistake in the contract and that I'll get them a revised one right away.

Conversation 5

A: So, how did the meeting go this morning?

B: Actually, I didn't make it in time. I overslept.

A: Oh no. I should have woken you up before I left.

B: It's not your fault. Anyway, I was really late.

A: Uh-oh. Your boss must have been pretty ticked off.

B: Well, on my way in I called and told her I was stuck in really bad traffic.

A: Did she buy that story?

B: I'm not sure. I think it sounded like I was lying. It was pretty embarrassing.

Conversation 6

A: Tina, this is for you.

B: What's this? My birthday won't be for another three months, so it can't be that.

A: No, it's not a birthday gift. But you know those headphones you loaned me? I'm afraid I lost them. I feel just terrible about it . . . so I got you these to replace them.

B: Owen, you didn't have to do that! They were just an old pair.

A: Even still, please accept my apology. And allow me to make things right.

Page 18, Lesson 3, Exercises A, B, C, and D

(Jake = Canadian English)
(Wency = Mandarin Chinese)

HOST: I'm Darryl Reed, and you're listening live to *The Reed Report*. There comes a time when each of us is faced with an ethical dilemma—a situation in which we have to choose between two opposing moral principles. For example, a close friend may ask us to tell a lie in order to avoid getting into trouble. This presents us with a moral conflict: Which is more important? To always be truthful? Or is it more important to protect the ones we love? We all live by a set of moral and ethical principles that guide our actions and help us distinguish between what we think is socially acceptable or unacceptable behavior, or—what we think is morally right or wrong. But where do these principles come from? Today we invite you—our listeners—to explore that question. Our first caller is Jake, from Toronto, Canada. Hi, Jake.

JAKE: Hi! Thanks for taking my call.

HOST: So, Jake, have you been thinking about where you got your sense of right and wrong?

JAKE: I have. I mean, it seems pretty obvious that most of us learn to distinguish between right and wrong from our parents, which begins from earliest childhood, eh?

HOST: I'm sure most of our listeners would agree with that.

JAKE: I remember my mom and dad reading stories to us at night. There was always a "moral" to each story, in which a simple life lesson would be taught about the consequences of good and bad behavior.

HOST: And I'm sure your folks corrected you when you made mistakes, right?

JAKE: Of course. But it wasn't just lessons that were—I guess you could say—"formally" taught. I felt, more than anything, that my siblings and I learned from our parents' *actions*. I mean, we saw everything they did—how my mom and dad related to each other . . . how they handled social situations with other adults . . . and whether they were truthful with us. We were fortunate that our parents always were.

HOST: It sounds like they were great parents.

JAKE: They were . . . and are. I'm still learning from them as they get older.

HOST: So were there any other key influences in the development of your sense of right and wrong?

JAKE: Well, I don't think we can ignore the role of our peers.

HOST: You mean your friends?

JAKE: Friends . . . colleagues . . . classmates . . . All the people who grow up, study, and work alongside us. They all play a role in developing our moral principles.

HOST: You mean we're affected by whether or not they're honest . . . the way they treat other people . . . maybe even their political views … ?

JAKE: Totally. We're attracted to people whose words and actions provide a model of what we'd like to be.

HOST: Makes sense to *me*. So, you're saying we learn from the people around us, right?

JAKE: Definitely. They provide models of both good and bad behavior, which helps us develop a sense of what's OK and what's not.

HOST: OK . . . and what about the role of religion?

JAKE: Oh, our religious upbringing can play a huge role. All the world's religions teach the value of selflessness and helping others. Unfortunately, in some cases, our culture—or again our religion—may lead us to believe that *our* culture or religion is the best, and that it alone offers the truth. This can create a feeling that other cultures or religions are inferior. As a result, instead of selflessness, it may lead to self-centeredness and a lack of caring for others.

HOST: A very good point. Thank you, Jake. Let's take another caller. Wency, from Wuhan.

WENCY: Hello? . . . Can you hear me?

HOST: Wency, you're on the air. What do you consider to have been the most important sources of your moral principles?

WENCY: Hi. Thank you. Yes . . . I've been thinking about it, and I think we also pick up our sense of right and wrong from the institutions in our lives . . . for example, the schools we attend. Or the companies we work for. Some schools have clear guidelines for ethical behavior—for example, they might take a public stand against students bullying their classmates. We all feel stronger when our institutions make it clear where they stand on moral and ethical issues. In my company, we have a mission statement which provides ethical guidelines for all its employees to follow.

HOST: So, it ensures that you and your colleagues make good choices and decisions that benefit the company and everyone in it.

WENCY: That's right. However, I think we're also strongly affected by life events . . . especially really significant ones such as a divorce . . . a sudden financial loss . . . an illness…

HOST: Good point.

WENCY: Or the death of a loved one. You know, here in Wuhan, we were the first place where people had to deal with the COVID-19 virus before it became a pandemic. I myself didn't lose anyone to the disease, thank goodness. But several of our neighbors did. An experience like that definitely has a huge effect on your moral principles. I was really moved by the way that people reached out to those who did lose family members and friends and whose lives were suddenly changed forever by that event. I'd say it brought out the best in us. People went shopping for their neighbors and made them food when they were in quarantine, which was really inspiring. It actually made me proud to be from Wuhan.

HOST: Thank you for sharing that, Wency. I think many of us around the world experienced that kind of selflessness as well.

WENCY: You know, we all get so busy with our own lives, we don't always think much about our neighbors or acquaintances. I think experiencing a catastrophic event like that . . . or even a personal disaster such as a car accident . . . helps people slow down and reach out to each other. And we learn to see, and appreciate, each day differently from the way we had before that event.

HOST: Lots to think about. Thank you, Wency. Jane, do we have time for one other caller? No? I guess our time is up. I want to thank our two listeners for sharing their thoughts with us today. And I'll see you all again next week . . . same place . . . same time.

UNIT 3

Page 24, Preview, Exercise A

A: Many people face frightening situations and great danger—a catastrophic weather event, a transportation accident, a deadly disease. And many rise to confront these dangers with great courage and skill. There are others, however, who go beyond mere courage and can be called heroes. What *is* a hero? Although heroism can have more than one definition, one is: behavior or action taken not only on behalf of oneself, but on behalf of *another* person or for a moral cause. Heroes are few and far between, and heroism is celebrated by people of all cultures of the world. Here's a true story from the news about a simple person who exemplifies heroism:

B: While camping in Queensland, Australia, Alicia Sorohan awoke to the sound of someone screaming. Rushing out of her tent, she came across her friend Andrew Kerr in the mouth of a 4.2-meter saltwater crocodile. The 60-year-old grandmother immediately jumped on the back of the giant crocodile, which dropped Kerr and attacked her, biting her in the face and arm. When shot and killed by another member of the group, the crocodile had Sorohan's arm in its mouth and was dragging her into the water. Sorohan and Kerr both survived the incident, though both had serious injuries. Family members of the victims, in shock after the horrible attack, said that Sorohan's speedy response had been astonishing. Sorohan was later awarded a star of courage for her bravery.

Page 28, Lesson 2, Exercise B

Conversation 1 (A = Brazilian Portuguese)

A: Oh, my goodness! Look at your car!

B: No way! I just had my car washed!

A: I guess you shouldn't have parked under that tree. There are like a million birds in it!

B: Can you believe this is the second time this has happened this week? It's really frustrating.

Conversation 2 (B = Mandarin Chinese)

A: So, what happened when you asked your boss if you could take the day off on Friday?

B: I never got a chance to ask.

A: You're kidding. Why's that?

B: He said he was too busy to talk. I think he knows I'd like the day off, and he's just avoiding the conversation.

Conversation 3

A: You know what?

B: What?

A: I just failed the exam again.

B: Oh no. That must be so disappointing. I know you really studied.

A: I did. It seems that no matter how hard I study, I just can't pass that thing. I can't believe I'll have to study for it again. There goes my vacation!

Conversation 4 (A and B = American English [regional])

A: No way!

B: What's wrong?

A: I just weighed myself. No matter how little I eat, I just can't lose weight.

Conversation 5

A: I don't believe it! I forgot the fish! I must have left it in the supermarket.

B: Well, that's not the end of the world. I'll just hop in the car and go back and pick it up. It won't take long.

A: There won't be enough time. The guests are coming in a half hour. You have to be here. This is just incredible! No matter how careful I am, I always forget something.

Page 30, Lesson 3, Exercises B and D

Hero girlfriend rescues boyfriend in trouble

Experienced hikers Jessika McNeill and her boyfriend, Ryan Osmun, were taking a Valentine's day hike through a remote canyon known as the Subway in beautiful Zion National Park in the western U.S. state of Utah. A light snow was falling as the couple enjoyed their hike. Suddenly, Jessika tripped and her hands and knees fell into quicksand—a mixture of sand and near-freezing water. Ryan tried to calm his girlfriend so she wouldn't struggle and sink in deeper, and as soon as he got her free, he realized that his own leg was sinking into the quicksand, too. Ryan's leg sank in up to his hip, and extracting him proved impossible for the two friends working together. Each time his leg came up a bit, water rushed into the sand, trapping him even more firmly.

Eventually, the two realized that their only hope was for Jessika to hike out of the remote area to find a place with cell phone service so she could get help. Jessika knew the only way to save Ryan was to leave him, but leaving him there was the hardest and scariest thing she had ever had to do. Her willingness to attempt this rescue demonstrated enormous courage.

Jessika didn't know how long Ryan could survive exposed to such cold and wet conditions, so she left him all the extra warm clothing she had, and set off. She wasn't confident she could make this hike alone or that Ryan could survive where he was. Worried that the winding overland trails would make the trip longer, because they didn't run in a straight line, Jessika bravely elected to swim and wade through the rushing waters of the river, because the river traveled in a relatively straight line out of the area. For more than three long hours, Jessika heroically maneuvered waist-deep through the frigid water, telling herself, "Ryan would do this for me, and I need to do it for him." Finally, she arrived at a place with cell phone service, called emergency services, and then fainted, exhausted and chilled.

In the meantime, things had gone from bad to worse for Ryan, as a winter storm quickly approached while he waited for Jessika to return with help. It became dark, and the winter storm brought ten centimeters of additional snow. Usually confident, Ryan now began to lose heart, even doubting he would survive.

Jessika's call activated a Zion search and rescue team, which began hiking to find the couple. The National Park Rangers quickly found Jessika, who was showing signs of hypothermia from her prolonged exposure to the cold. The rangers reached Ryan ten hours later and dug him out, which took another two hours. Then, the Utah Department of Public Safety dispatched a helicopter to the search and rescue team the following morning, though it took another day before it was able to land, because the weather was so windy that it would have been too dangerous. Thankfully, the couple has recovered, and the two friends are happy to be alive.

Some facts about quicksand: Quicksand is dangerous because it can be tough to spot. It appears dry on the surface, but it's wet underneath. It's usually found in places near rivers and streams where water and sand mix. Though many of us have a terrifying mental image of quicksand from old movies, quicksand isn't usually as dangerous as most people believe. No matter what people may believe, the truth is that while people and animals can get stuck in quicksand, they actually cannot sink below the surface, because their bodies have buoyancy and they float. So what is actually so dangerous about it? People's fear causes them to struggle and lose balance, which can lead to drowning.

UNIT 4

Page 34, Preview, Exercise A

Welcome to the second episode of *Week at a Time*. This week, we invited 100 men and women to share their ideas about how friendships differ between men and women. Here are some of the things they told us.

According to the women, the quality of interaction between female friends was crucial to the longevity of their friendships. They felt that women valued being able to talk about their problems and feelings. However, for the men, what they valued more often was mutual acceptance—being able to simply hang out together with no judgment. As one man put it: "Female friends face each other, and male friends sit side by side."

Among the interviewees who were married, husbands claimed to understand what made their wives' female friendships tick, but many wives admitted that they wondered what in the world their husbands and their male friends saw in each other.

However, it shouldn't be all that surprising that all the interviewees—both the men and the women—generally agreed that truly good friends all stick by each other through thick and thin.

Page 36, Lesson 1, Exercise B

Conversation 1 (A = Spanish)

A: Hey, Katy. I need to bring something up.

B: Of course, Jorge. Is there anything wrong?

A: Well, you were supposed to be at the meeting this morning. We were counting on you for an update on the project.
B: Oh no. I completely forgot! I'm so sorry. I really messed up. I was so busy finishing the report.
A: I don't want to make an issue of it, but it's the third time.
B: You're right. It was my bad. I promise to make up for it.

Conversation 2
A: Sorry I'm late. I just had a long talk with Simon.
B: About what happened yesterday?
A: Yeah. I'm still angry about it.
B: Well, as far as I'm concerned, it was all his fault.
A: I suppose. But I just wanted him to know how I felt about it.
B: I think he should have apologized.
A: Well, he did. He knows he's a hothead. He admitted that he shouldn't have lost his cool.

Conversation 3
A: Excuse me, Evan?
B: Hi, Cynthia. What's up?
A: There's something I need to bring up with you.
B: Uh-oh. What's wrong?
A: It's not a big deal. But yesterday, remember when you came by my office when I was talking with Judy?
B: Yeah?
A: Well, we were in the middle of something, but you just came in and started talking as if Judy wasn't even there. I'd really appreciate it if you could at least ask if I was busy first.
B: Gee, I'm sorry. You're right. I guess I wasn't thinking.
A: Like I said, no huge deal. Thanks for understanding.

Conversation 4 (A = Russian)
A: Rilla, are you OK? You look upset. Did something happen?
B: It's Janis. We had a bit of an argument this morning. She's not talking to me now.
A: What? I thought you two were such great friends.
B: It was my fault. I said something I shouldn't have.
A: Well, good friends should be able to work things out, don't you think?
B: I know. I'm going to call her right now and say I'm sorry.

Conversation 5
A: Brian, have you got a minute? I have something I need to bring up.
B: Sure. Have a seat.
A: Well, I hope you don't mind my pointing this out, but you've been really negative this past week. I mean, no matter how much work I've gotten done, you've been super critical about everything.
B: I didn't realize I was doing that. I'm so sorry.
A: I mean I don't want to make a big issue of it, but it's been bothering me all week.
B: Well, I apologize. I certainly didn't mean to be so critical. It's no excuse, but I've been under a lot of pressure lately. I want you to know how much I appreciate the quality of your work.
A: Thanks. I just felt I had to say something. I hope that's OK.
B: Well, I'm glad you did. Thanks for bringing it up.

Pages 40–41, Lesson 3, Exercises C and D

(Celina = Spanish)
(Joseph = Mandarin Chinese)

HOST: Good evening and welcome to our continuing discussion of cultural differences in how people express anger. On the line, I have Celina Gaspari, a sales manager calling in from the city of Rosario in Argentina. Good evening, Celina.

CELINA: Good evening.

HOST: And Joseph Chu, a computer technician calling from the city of Tainan in Taiwan. Good morning to you, Joseph. Sorry to get you up so early over there.

JOSEPH: No problem. I always get up at this time. Thanks for having me.

HOST: Joseph, is there any way to describe in general how people there express their anger? I mean, in your experience, is it acceptable to express anger openly?

JOSEPH: Well, it depends on the situation and the person. But in general, we're taught not to lose our cool publicly. Like anything, this is probably relative, but I think it's usually true.

HOST: How would you compare that with the prevailing behavior where you live, Celina?

CELINA: You know, it's hard to generalize about culture, isn't it? My country has a tremendous mixture of cultures from both the South American continent and Europe. As an example, my grandparents came to this country from Italy. but I was born and educated here, so I can't speak for everyone. But in my personal experience, I've experienced what I imagine are cultural differences in the way people behave here as opposed to, for example, in Peru.

HOST: In what way?

CELINA: Well, and again, these are my personal observations. So what I'm about to tell you may not be representative of a particular culture at all. But, I lived and worked in Lima, the capital of Peru, for about seven years. Our boss—a guy named Alejandro—was, like me, from Argentina. But most of our colleagues were Peruvian. One day in the office I remember having a loud disagreement about something with my boss—in the office, in front of our colleagues. Which seemed perfectly normal and inoffensive to me. Alejandro and I were good friends and colleagues, so we didn't hold anything in. And in Argentina, this isn't strange at all when people are friends. But on the occasion of this argument, I noticed that one of our colleagues seemed shocked. She actually left the room. I had no idea why. And I was concerned, so I stepped outside and asked her if everything was OK. She said she

was really upset about our argument and thought it was something serious. I explained that where Alejandro and I came from, arguing openly like this was pretty normal and didn't mean we were really angry. She was surprised, because she said she would only have a loud argument with someone if she was very, very mad. I don't truly know if this is individual or whether it represents a difference between her culture and ours, but it makes you think, doesn't it?

HOST: Yes, it does. And that's really interesting. So, Joseph, how are things different where you live?

JOSEPH: Well, generally speaking, I think it would be very unusual for someone to express anger at an authority figure, like in the case of Celina's story, a boss or a manager. That would just not be considered appropriate here. Speaking for myself, if I were mad at my boss about something, I certainly wouldn't lose my temper—or even bring it up. I'm sure there are some people who might behave differently. But I don't think I'm unusual.

HOST: So what would you do instead if you felt angry?

JOSEPH: I might let off a little steam by taking a walk or venting to a colleague about what happened. But I'd try not to let it show in any way—to my boss, I mean. I'd definitely keep it to myself.

HOST: What if one of your friends or colleagues did something that made you mad? Doesn't anyone there ever go ballistic when they're angry?

JOSEPH: Oh, of course. People sometimes get really angry about politics, for example. And I wouldn't want to suggest that everyone is the same.

HOST: Of course not.

JOSEPH: But since you asked about generalizations. I would say we're a little slower to anger here than people in some other places. We tend to just let things go—you'd have to be pretty upset about something before you'd actually express any anger, much less lose your temper.

CELINA: Excuse me for interrupting, but I just had to say . . . and I may be overgeneralizing a bit, but I'd say people here don't usually hold things in. Some might, but I think they are the exception, not the rule.

HOST: Clearly two very different ways of handling anger. So, Joseph, give us an example.

JOSEPH: So, let's say you're supposed to meet a friend for lunch and he makes you wait a long time before he finally shows up. Most people here wouldn't even bring it up with that friend. But if that happened all the time with the same friend—well, you'd probably finally say something. But you'd certainly not have an outburst of anger or anything like that.

HOST: So it sounds like people you know generally keep things inside rather than make an issue out of every little thing.

JOSEPH: I'd say that, yeah.

HOST: And I guess things would have to get really bad before anyone actually had a total fit about something, right?

JOSEPH: Right. But even then, losing your cool with a friend or colleague would be pretty unusual. As I mentioned before, I think people here are fairly reluctant to express their anger.

HOST: Celina, based on what you told us earlier about you and your boss, I would guess the total opposite is true for you.

CELINA: That's right. Between friends, I think that not getting angry ever would be pretty unusual. If your friend does something that makes you angry, you say something.

HOST: What about for you, Joseph?

JOSEPH: Well, I might raise my voice a little—but not as much as people probably do in other places. I might even bring something up that bothered me—but nicely. I can't imagine anyone actually going ballistic with a friend o colleague. It would be really surprising to me. I think we are more similar to how Celina described her impressions of Peru.

HOST: What about people who don't know each other—people who are complete strangers? For example, what would happen if you were driving your car and someone just cut you off?

JOSEPH: Ah, road rage. That's one situation that might set someone off. Some people might even open the window and say something to the other driver—loudly!

HOST: Even you?

JOSEPH: Me? Well, I might get mad, but I probably wouldn't do or say anything about it. But that's just me.

HOST: And road rage where you live, Celina?

CELINA: We tell bad drivers off whether the window is open or not. It's no big deal.

HOST: Well, thank you both for joining us.

UNIT 5

Page 46, Preview, Exercise A

Joke 1

A: Wanna hear a great joke?

B: Sure. Shoot.

A: A guy wants to park his car, and he finally finds an open space with a police officer standing next to it. So he drives up to the police officer and says, "I'm looking for a parking place. Can I park here?" The police officer says, "No." So the guy asks, "Well, what about all these other cars?" The officer says, "They didn't ask!"

Joke 2

A: I haven't spoken to my best friend in over a year.

B: Why not?

A: He doesn't like it when I interrupt him.

Page 48, Lesson 1, Exercise B

Conversation 1

A: I saw this incredibly funny video someone posted on Facebook.
B: What was it about?
A: Well, these two guys wanted to have some fun. So they went out and bought one of those benches—you know, the kind they have in the park, where people sit and have their lunch, read the paper, whatever.
B: Yeah. A park bench.
A: Right. So the two guys carry the bench to the park and put it down, in a place where you'd see a park bench. And they sit down and take out some sandwiches they brought and sit there like they're just having lunch. Normal.
B: OK. So?
A: Well, they waited until they see a police officer walking in their direction. Then they pick up the bench and start running away with it, like they're stealing it, one guy at each end of the bench.
B: You're kidding. What happened?
A: So the cop sees them and yells, "Hey! Where do you guys think you're going with that bench?" One guy says, "It's our bench." The cop says, "You guys are under arrest."
B: No way!
A: No. Listen. At that point, the second guy takes the sales receipt for the bench out of his pocket. And of course, what could the cop do? Pretty funny, right? It really was their bench. Pretty funny, right?
B: I don't know. Maybe it went over my head.

Conversation 2 (B = Australian English)

A: Have you ever heard a knock-knock joke?
B: A knock-knock joke? What's that?
A: It's a typical American joke, kind of a play on words about a name.
B: OK. How do they go?
A: So, one person is supposed to be knocking on the door. The jokes always start with one person saying, "Knock, knock." Then the other person answers "Who's there?" Then the first person gives a first name. And . . .
B: OK. I get it. Hit me.
A: OK. Knock, knock.
B: Who's there?
A: Banana. . . . Now you say, "Banana who?"
B: Banana who?
A: Knock, knock.
B: Who's there?
A: Banana.
B: Banana WHO!?
A: Knock, knock.
B: Who's there?
A: Orange.
B: OK. OK. Orange who?
A: Orange you glad I didn't say banana?
B: That's the joke?
A: Yeah. Isn't it funny? Get it? "Orange you glad I didn't say banana?"
B: No offense, but I think that's silly.

Conversation 3 (B = American English [regional])

A: Know any good jokes?
B: Umm . . . yeah. Here's a good one. An old man goes into a restaurant and orders some soup, and the server brings it to him.
A: And?
B: Well, after a minute the old man calls the server over and says, "I want you to taste my soup." The server says, "Is it cold?" The old man says, "No. It's fine. I just want you to taste it."
A: How weird.
B: So the waiter says, "Oh, I can't do that, sir. But I'd be happy to get you another bowl if there's something wrong." So again the old man says, "I said it's fine. I just want you to taste it."
A: So?
B: So finally the waiter says, "OK, OK. I'll taste your soup. Where's the spoon?" The old man says, "Aha!"
A: That's it?
B: Yeah.
A: I don't get it.
B: What do you mean you don't get it? "Aha!" He didn't have a spoon!
A: Oh . . . that's pretty silly, if you ask me. Sorry!

Conversation 4 (A = Australian English, B = Brazilian Portuguese)

A: You know the one about the woman who calls her lawyer?
B: No. How does it go?
A: She calls her lawyer and the man who answers says, "Smith, Smith, Smith, and Smith."
B: Smith, Smith, Smith, and Smith? That's so weird. What does that mean?
A: It's the name of the law firm. There are four lawyers named Smith. They're all partners.
B: OK. So?
A: So the woman says, "Let me talk to Mr. Smith." He says, "I'm sorry, he's on vacation." "Then let me talk to Mr. Smith." He says, "He's on a big case, not available for a week." "Then let me talk to Mr. Smith." He says, "He's away. He's playing golf today." "OK, then, let me talk to Mr. Smith." "Speaking."
B: Now that's funny!

Page 54, Lesson 4, Exercises C, D, and E

(Melinda = American English [regional])

HOST: This is Anna Powell with *You Decide,* and tonight we're discussing the limits of humor. Everybody loves a good joke. Some of us even like jokes that are in questionable taste—like ethnic jokes and sexist jokes. I guess I'm guilty of that myself! Hey, those jokes are popular, but they sometimes cross the line from mere political incorrectness to downright bad taste. Dirty jokes can be funny

too, even though some people think they're pretty offensive. Interestingly, it's been said that when we laugh at a dirty joke, we're demonstrating the "relief theory of humor"—we laugh at what we're uncomfortable with, such as taboo behavior—so it's pretty obvious why we laugh at dirty jokes.

But jokes can have a dark, cruel side. Some ethnic jokes cross the line into outright racism. Some people don't think ethnic jokes are harmful because they're only words—as the old saying goes, "Sticks and stones can break your bones, but words can never hurt you." Personally, I think that old saying is debatable. Words can definitely hurt us—just look at how much hatred there is in the world today and what it can lead to when people think it's acceptable to say terrible things about the . . . "other." But, in any case, what about another kind of joke, like practical jokes? Practical jokes, unlike jokes we "tell," are actions, not words. We don't "tell practical jokes," we "play" them on someone. Can they hurt that person, the butt of the joke? Do they cross a line of acceptability? Is the person who is the "butt" of the joke (the person the joke is played on) actually harmed? Like everything else, it's debatable and it depends on whether the person is a good sport who can "take a joke" and laugh at himself or herself, or whether that person ends up feeling hurt by it. Let's listen to two people's stories about a practical joke and decide.

ARTHUR: Arthur Oakes. Saint Louis, USA.

So, I have this friend Scott who loves to play practical jokes. Scott had a friend named Bennett, who was very cheap. I mean, Bennett just hated to spend money, and he was famous for always looking for a bargain. Well, there's this hamburger restaurant—it's called Bargain Burger—you've heard of it? It's very, very cheap. The burgers cost almost nothing, but, of course, they're tiny little things, not bigger than a coin you'd have in your pocket. So, Scott decided he wanted to play a joke on Bennett. He went to the Bargain Burger and told the manager he wanted to play a joke on a friend and asked the manager if she could prepare two special huge hamburgers if he paid for them in advance. The manager said, "Sure." Then Scott paid the manager and said he'd be coming in for lunch later that day with his friend. He asked the manager to serve them the huge burgers but bring a check at the regular bargain price, as if this were entirely normal.

That afternoon, Scott and Bennett had the two large hamburgers for lunch. When the check came, Bennett was very surprised at how cheap the hamburgers were. In fact, he was so excited about this great bargain that he told two other friends about the huge hamburgers at Bargain Burger that cost next to nothing.

So, the next day, Bennett and his two other friends went there for lunch. Well, of course, the burgers they ordered were the regular-size tiny little things, which made Bennett look a little stupid in front of his friends. Maybe it was a little mean, but it was kind of funny. And Bennett is used to being teased about his cheapness, so he can take a joke about it. He's really a good sport and knows how to laugh at himself. In the end, no harm done. It was all in good fun.

MELINDA: Melinda Hunter, San Antonio, USA.

A couple of years ago, my friend Noelle helped me get a job as a salesperson where she worked—over at Hillsdale Department Store. Well, on my first day on the job, Noelle was showing me the ropes, and she asked me if I'd been told yet about the "first year reward" program. I said no. And she seemed kind of surprised. So, she tells me that on your first day, new employees get to pick out something from the store worth up to $500, and at the end of the year, if you make your sales goal, you get to keep it—for free—as a sort of reward.

In any case, Noelle tells me I'm supposed to walk around and choose something and then let the manager know what it is. It was still early and the store was pretty empty, so I figured it'd be a good time to browse to pick out what I'd like to get for my reward . . . All of a sudden, the manager shows up and asks me what I'm doing walking around looking at everything. Why aren't I at the counter waiting for customers? I wasn't sure what to say. I mean, it dawned on me that this was some big joke—on me—so I figured I'd better say something. I just told him I wanted to get familiar with what the store was selling so I could do a good job. But inside, I was pretty ticked off at Noelle. I could have gotten fired! Oh . . . did I mention that Noelle is my ex-friend?

HOST: So, Anna here again. Did one or both of those practical jokes cross the line? We'll be taking your calls, texts, and tweets for the next hour.

UNIT 6

Page 56, Preview, Exercise A

You've arrived at your final destination and waited patiently for what seems like forever at the baggage carousel as other bags roll by, picked up one-by-one by other travelers. The bags slow to a trickle until finally the carousel stops. Your bags are nowhere in sight. If you had to change planes, you wonder whether the bags were transferred to your connecting flight or whether they simply were sent to the wrong destination. You take your luggage checks to the airline's missing luggage counter and file a claim. You're optimistic. The majority of bags that don't arrive with you will usually arrive on the next flight and will be delivered to your local address within a few hours, or, if they were sent to the wrong airport, within a day or two. If you're lucky, you aren't planning to fly on to another destination, because in that case getting your bags to you can get quite complicated. Many airlines will reimburse you for any unexpected expenses caused by the delay, such as the need

to replace underwear or cosmetics and other toiletries. Ask your airline to do this and keep your receipts. And if the worst happens, and your bags are permanently lost or completely destroyed, be sure to file a claim for damages, meaning the cost you will incur to replace what you have lost. The maximum amount you can receive differs from country to country and airline to airline, but one thing is certain: you won't receive anything if you are unable to document what you lost.

Page 60, Lesson 2, Exercise B

Conversation 1 (A = Arabic)

A: Excuse me. I'm looking for the coffee shop. Is it far from here?
B: Not at all. It's right across from Gate 75.
A: Gate 75?

Conversation 2 (A = Mandarin Chinese)

A: Here's your boarding pass, ma'am.
B: Thank you.
A: And could you put your bag on the scale?
B: Sure. Uhnnnh. It's pretty heavy. I'm not sure I can do it alone.

Conversation 3

A: I'm sorry. I'm a little too short to reach these overhead bins. Do you see that small bag on the left?
B: The blue one?
A: Yes.

Conversation 4

A: Boy, this is taking forever, isn't it?
B: It sure is. I guess the flight is full.
A: Listen. I need to use the bathroom, but I don't want to lose my place.

Conversation 5 (A = Korean, B = Spanish)

A: So many people . . . Was that the boarding announcement?
B: Yes, it was. Looks like it's starting now. Actually, they just invited passengers with small children to board.
A: Oh, good. Come on, Nina. It's time to go. . . Excuse me!

Conversation 6

A: Calling passenger Michael Arbogast. Michael Arbogast, please come to the counter.
B: Oh, that's me.
A: Are all those bags yours?
B: I'm afraid so. I wonder if you could do me a favor?

Page 61, Lesson 2, Exercise E and F

Conversation 1

A: Wow, that was a close one!
B: Yeah! Did you see that guy? He went right through the red light. I think he was speeding too!
A: It's a good thing I looked that way when the light changed to green. If it hadn't been for that, we might have had a terrible accident.
B: I don't want to even think about it. Thank goodness we didn't!
A: I guess that's a lesson for everyone. Don't count on other drivers' observing the law!

Conversation 2

A: Hey, Millie. I know it's really short notice, but I have an extra ticket for the Martha's Vineyard sightseeing boat. Stan has to work and can't use it. I'd really love you to come. What do you say?
B: Gee, thanks, Iris. I'd love to, but I can't. If it weren't for this cold, I'd definitely accept that invitation. I hear the tour is spectacular, and I've been wanting to take it myself.
A: Oh no. Do you have that awful cold that's been going around?
B: I do.
A: I guess an open boat isn't a good place to be if you have a cold. I'm so sorry to hear you're sick.
B: Thanks so much for thinking of me.

Conversation 3 (A = Spanish)

A: Oh, my gosh. This line is so long.
B: Well, it's to be expected. There were five international flights that landed at the same time. Immigration can't handle so many people at once.
A: Do you think we'll ever get out of here?
C: Could we please have your attention? Is there a Spanish speaker here? We need assistance translating for a traveler.
A: I'm going to raise my hand.
C: Excuse me, ma'am. Do you speak Spanish?
A: I do. Yes.
C: Do you think you could step to the head of the line with me? We need your help translating for a Spanish-speaking traveler. She doesn't speak any English.
A: Sure. But can I bring my friend with me? We're traveling together.
C: Of course. Please step this way.
B: Wow. What a lucky break. If it weren't for the fact that you speak Spanish, we'd be standing in line until 8:00 tonight!

Conversation 4

A: Can you believe this?! A flat tire.
B: Oh no! Now what?
A: What do you mean? We'll have to change the tire.
B: We? You mean *you.*
A: We. Are. So. Late.
B: True. It looks like we won't make the play. What a shame! And it was so hard to get these tickets.
A: And we left plenty early.
B: I still can't believe it. I really wanted to see it. If it weren't for this flat tire, we'd be arriving about now.

Conversation 5

A: Sam! What a surprise. This cruise is fantastic, isn't it?
B: It's really great. Joanne, I was so sorry to hear about your divorce.
A: Thanks, Sam. I appreciate it. It's been a hard few months. But I'll get through it.

B: How long were you and Jeremy married?

A: Almost five years. And you know, looking back, I can see why our marriage fell apart. I actually blame myself.

B: What do you mean? It's never only one person's fault.

A: Well, in this case, to be honest, I think it pretty much was. I acted more interested in my career than in my husband. I was a regular workaholic, and Jeremy had to spend so many evenings alone.

B: Can't you patch things up?

A: No. It's over. Time to move on. This trip has given me some time to focus on the future. But I can't help thinking that Jeremy and I would still be married if it hadn't been for my thoughtlessness.

Conversation 6

A: What happened to you? You look like you fell in the river!

B: Very funny! I got caught in the rain. I didn't have an umbrella and the bus was late.

A: Couldn't you get a ride with someone?

B: Actually, I finally did. Ben drove by and saw me standing at the bus stop and gave me a lift, but I was already drenched. You know what, though? I'd still be standing there if it hadn't been for him.

A: Let me make you a hot cup of tea.

Page 64, Lesson 4, Exercises C and D

Part 1

HOST: So you're ready to hit the road—a long awaited trip away from home, . . . and you've got your phone, your tablet, and your laptop with you . . . and you plan to keep up with what's going on in the news and in the office . . . You'll stay in touch with family and friends through social media, email, and texting . . . You're thinking, "No sweat. I've got my devices and there are Wi-Fi hotspots everywhere—and it's free." Well, before you lull yourself into a false sense of security, consider the downsides and dangers of all that connectivity. This is *Away From Home*, and I'm your host, Peggie Moulton. Today I'm talking with Steve Lingen, director of Information Technology at GT Services. Welcome, Steve.

STEVE: Good evening.

HOST: You've been very involved in initiatives to keep the Internet safe. Just how unsafe is it?

STEVE: So, it depends on how you look at it. Most users know that if they purchase something from an online retailer, their information might not be protected. But they often feel secure because they believe that if their bank or credit card company notices unusual activity on their credit card, they are contacted right away.

HOST: Right. The "fraud alert." I've gotten several of those calls myself, in fact. The bank gets in touch and asks you to confirm whether those purchases were yours. If they weren't, the card is immediately canceled and replaced. No harm done. What's the big deal?

STEVE: Well, feeling secure with your bank's policies is not the same as really being secure. Let's say you're on a Wi-Fi network that's not secure and you enter your username and password just to open your email. A hacker with the right software can "see" those logon credentials to access your contact list and scam the people on it, or even worse. We know that many people use the same username and password on many sites—so they don't have to remember a lot of passwords. A hacker who saw your credentials could try them out on your bank's website. He or she might get lucky.

HOST: That would not be good.

STEVE: No, it wouldn't. And worst-case scenario? Identity theft. Someone could actually use your credentials to pose as you in order to clean out the money in your bank accounts.

HOST: And all your hard-earned money would just vanish—just like that.

STEVE: Just like that. And it's an incredible hassle to repair a stolen identity. Identity theft is simply no joke. Remember this rule of thumb: if you send an e-mail, share digital photos with people, post on social networks, or do your banking online, you're sending personal information over the Internet. If your Internet connection isn't secure, you're playing with fire. That's the principle we have to keep in mind anytime we log on.

HOST: Let's take a short break and we'll be back to talk about how to protect yourself when you're online, and especially when you're online as you travel.

Pages 64–65, Lesson 4, Exercises E and F

Part 2

HOST: Welcome back. I've been talking to Steve Lingen, director of Information Technology at GT Services. Steve, what should we do to protect ourselves online?

STEVE: Think encryption.

HOST: Encryption?

STEVE: Yes. It's the best protection we have. Encryption scrambles the information you send over the Internet into a code. This makes the information unintelligible, and therefore inaccessible, to hackers, scammers, and any other bad characters who'd like to pose as you or steal your private information. Let me back up to simplify. When you travel, there are three main ways you're likely to use to connect with the internet: the Wi-Fi network at your airport, café Wi-Fi networks, and hotel Wi-Fi networks. While some may be secure, you should assume that none are. Better safe than sorry, as they say. Anyone on the same network could spy on your information if they know how. And cyberthieves do know how.

HOST: So when you say better safe than sorry, are you saying never use a public Wi-Fi network?

STEVE: No. Not at all. I'm just saying to take certain precautions. In airports and cafés, be careful about the types of sites you visit. Check that the web address of the site includes "https" at the beginning—not just "http." I'm serious. Really check. The "s" stands for "secure" and indicates that the site is encrypted. And

be sure that every page you visit on the site contains that same https—or your entire session on the site may be insecure.

HOST: Good to know.

STEVE: And avoid logging on to sites that require a password, because hackers may be able to capture them. Oh. And Do . . . Not . . . Log on . . . to sites that hold sensitive private information about you, such as banks and online retailers, which often store your credit card information.

HOST: And what about hotels? Are they any better?

STEVE: It depends on whether the person who set up the hotel's Wi-Fi network set up all possible security features. You can't know that. Unless you have something called a VPN—a virtual private network—there's no way to ensure that your connection is encrypted.

HOST: So let's say I don't take this advice and I don't have a VPN—what could go wrong?

STEVE: Well, for starters: stolen credit card numbers, stolen bank account information, stolen usernames and passwords, stolen medical records. And consider that all your emails can be read, your browsing history can be seen, etc. etc.

HOST: What a nightmare!

STEVE: Oh, and while we're at it, even if you've been careful to follow the advice about not visiting certain sites or providing sensitive information, there's another danger. Hackers can install malware on your device if you simply click on a link or download a file that contains it. With that, they can pretty much access everything. So never click on a link or download a file from an untrusted source.

HOST: Well, you've given us a lot to think about. Aside from being aware of the dangers and taking care to limit the potential damage, is there one last piece of advice for our listeners?

STEVE: Actually, yes. Since today's topic is using the Internet when you're on the move, people who spend a lot of time on the road should seriously consider using a VPN. Nothing beats it. The money it costs could save you a bunch—of money and anxiety.

HOST: Well, that's all we have time for today. Thanks so much for sharing all this important information with our listeners.

UNIT 7

Page 68, Preview, Exercise A

Are you so terrified of getting on a plane that you avoid traveling? Does seeing a spider in the sink make your blood run cold? When you go to the doctor for a shot, does the sight of the needle make you want to run the other way? If any of those situations—or the sight of blood, standing at the top of a mountain, going to the dentist, or being in enclosed spaces—fill you with fear, even dread, then you may have a phobia.

We all have a built-in defense system to protect ourselves from physical danger. When we are faced with danger, we feel fear. Our heartbeat gets faster, our throat goes dry, our sweating increases. These unpleasant physical symptoms—which are often referred to as the "fight or flight" response—prepare us either to protect ourselves from danger or to run away to avoid harm. However, a person with a phobia has a "fight or flight" response to something that doesn't present a real danger. He or she reacts in the same way—as if the danger were real.

In fact, that's the distinction between a run-of-the-mill fear and a true phobia. Phobics will go to great lengths to avoid facing what they fear and the unpleasant fear responses they cause. Their efforts to avoid situations that scare them can lead to difficulties at work and in everyday life. For example, imagine you have a phobia of being on a high floor in a tall building, and one day you have to attend a meeting on the top floor. Your extreme fear response will be embarrassing and may be harmful to you in your work. People will think you're out of your mind—and they might laugh about it behind your back.

Page 73, Lesson 2, Exercise E

A: acrophobia
an acrophobe
acrophobic

B: agoraphobia
an agoraphobe
agoraphobic

A: arachnophobia
an arachnophobe
arachnophobic

B: aerophobia
an aerophobe
aerophobic

A: claustrophobia
a claustrophobe
claustrophobic

B: ophidiophobia
an ophidiophobe
ophidiophobic

A: xenophobia
a xenophobe
xenophobic

Pages 76–77, Lesson 4, Exercises C, D, and E

(Clara = British English)

(Justin = Filipino)

CLARA: Welcome to today's episode of *Culture: Today and Yesterday.* I'm Clara Ahlgren, and tonight's topic is superstition. Let's get started.

Superstitions, as you probably know, are based on a kind of magical thinking that we humans are susceptible to as a species. A superstition is the belief that a symbol, an action, or an event can cause a positive or negative outcome, even though we understand that there's no logical or scientific basis for this to be true.

A superstition isn't a delusion. For example, If Martha believes that she's a chicken, that's a delusion, and it's understood that a delusion is evidence of mental illness. A superstition, on the other hand, usually leads us to act in a certain way even though we don't truly trust that doing so will cause a particular outcome. The story is told that a visitor once came to the home of Nobel Prize–winning physicist Niels Bohr and, having noticed a horseshoe hung above the entrance, asked incredulously if the professor believed horseshoes brought good luck. The physicist replied, with a wink of the eye, that of course he didn't believe in it, but that he had been told that it was supposed to be lucky whether or not you believe in it . . . Similarly, many people carry around good luck charms. Such charms are thought to possess the power to prevent calamaties or disasters.

Why do we have superstitions when we know they can't be scientifically true? It's theorized that superstitions help humans make sense of a frightening and chaotic world, giving us an illusion of control over what happens in our lives. In last week's podcast, I asked people to email or call in, telling me some interesting superstitions from their cultures. Two of the frightening aspects of life relate to its beginning and its end, so it should be no surprise that there are numerous superstitions about birth and death. I received an email from Lisandra Cooper, an American married to an Estonian and living in Talinn, the capital of Estonia. This is what she had to say:

"There are a lot of superstitions surrounding the prediction of a baby's sex. For example, if at the wedding reception a male child sits on the bride's lap, she will have sons. Who knows where this idea entered Estonian cultural folklore, but it's always mentioned at weddings, even though everyone knows it's silly and can't be true. Oh, and another one comes to mind. This one is really weird. If a married couple wants a boy, they should keep an ax under their bed. If they want a girl, then they should put a noodle under their bed instead. Right, an ax and a noodle! . . . Hey, I just thought of one more: It's said that if two pregnant women sneeze at the same time, they'll have daughters. Go figure."

And yesterday, Justin Bustos from Cebu City, Philippines, spoke with me about superstitions about the end of life. I recorded his comments:

JUSTIN: Our superstitions about funerals are famous all over the world, and it's said that many are unique to our culture. One somewhat funny one is to put a chick—a baby chicken—on the casket when the person who died was the victim of a crime. People even put grains on the casket so the chick will peck at it. The sound of the pecking is said to be a warning to the murderer to feel guilt for the crime. . . . Another very common one: after a funeral, it's customary not to go straight home but instead to stop somewhere to eat—we call this *pag pag*—meaning "shake off the dust or dirt." The idea behind this superstition is to confuse the spirit of the dead so "death" can't follow you home. Oh, I just thought of one more traditional superstition: it's improper to sweep the floor of the home where a funeral has taken place. It's believed sweeping will sweep the spirit of the dead person away from the house.

CLARA: Thank you, Lisandra and Justin, for your participation in *Culture: Today and Yesterday.* And to our listeners, we hope you've enjoyed hearing about some superstitions from two different cultures. Do you have any in your own culture that these remind you of?

UNIT 8

Page 78, Preview, Exercise A

So, scientists have long argued about where genius comes from. And just as they've argued about where one's personality comes from, they argue about whether extreme intelligence is genetic—or inherited—in other words, passed down to us from our parents through their genes, or whether it is determined by the environment we grow up in—that is, our education, our families, our life experiences.

To get at the answer, we need to look at the origins of intelligence itself. Many researchers rely on studies of identical and fraternal twins to learn more about where intelligence, as well as other characteristics, come from. This is because identical twins—those that develop from the same egg—share the same genes. But fraternal twins come from two different eggs and therefore don't share as many genes.

Interestingly, between identical twins, in about 85% of all cases, IQ scores are fairly close. However, between fraternal twins—those who do not share all the same genes—only about 60% have similar IQ scores, even though they grew up in the same environment. This data is a strong argument in favor of the genetics argument.

But according to some experts, it could just as easily be argued that it's the shared environment that twins experience that determines their IQ scores. In fact, even though identical twins may have the same genes, they don't necessarily have the same talents and abilities.

One of the key arguments in favor of the environment being the primary factor in someone's developing extreme intelligence is this: if intelligence were inherited, every genius in history would have had extremely gifted ancestors—his or her parents, grandparents, great-grandparents—they would all have been geniuses or near-geniuses too. And this—we all know—is far from true.

Arguing in favor of the opposite view, however, supporters of the genetics explanation would say that talented families do exist—families of successful scientists or musicians, for example—and this is precisely because talent is passed on through genes. A living example in support of the theory that genius is genetically determined is the mathematical genius Srinivasa Ramanujan, from India. Ramanujan was raised in a poor village and had almost no training in mathematics. Scientists who argue against an environmental explanation note that, if genius were a product of the environment, Ramanujan's genius would be impossible to explain—except through genetics. In other words, he was born with the talent. Now scientists have proposed other explanations of the origin of genius, but these are the two main theories—greatly simplified, of course.

Page 86, Lesson 4, Exercises C, D, and E

(Sonia = Spanish)

TOM: Good afternoon and thank you for attending our first online management training session. Today's attendees are from the Los Angeles, São Paulo, Mexico City, Seoul, and Toronto offices. In case you're wondering, we'll be repeating this session tomorrow for all other company sites.

Today's subject is soft skills for leadership, which I know you are all interested in knowing about. You're all well qualified in the hard—or technical—skills of management: financial planning, budgeting, and the like. Soft skills are more interpersonal and intrapersonal. The soft skill we hear most about for leaders today is emotional intelligence.

Now you *all* know that the word "intelligence" usually refers to how quote unquote *smart* a person is, as determined on an intelligence test that measures cognitive ability. There are intelligence tests for children and others for adults. Many of you may have children whose IQs have been measured by such tests, and some of you have also undergone IQ testing yourself at some time in your life.

As you probably know, there's a lot of controversy about whether it's possible to improve IQ scores, and the last word hasn't been spoken about that. Emotional intelligence, on the other hand—referred to by some as EQ and others as EI; I'll refer to it as EQ—isn't widely tested. And even though there are some tests of emotional intelligence, they're rarely administered routinely. And, in fact, the tests, and even the concept, of EQ aren't universally accepted as valid. That said, the qualities that comprise one's EQ are ones that are highly desirable in leaders, so the subject is worth our attention here today.

So, what is emotional intelligence? Where did the concept originate? And how do people see it as related to leadership success? Well, the broadest definition of *emotional intelligence* is the ability of people to recognize their own emotions and the emotions of others, to use this knowledge to guide their thinking and behavior, and to adapt their emotions as necessary to meet the needs of a situation. The term *emotional intelligence* first appeared in 1964, but it gained popularity in the 1990s, when science journalist Daniel Goleman's best-selling book *Emotional Intelligence* defined emotional intelligence as the range of skills that drive leadership performance.

Next, Goleman wrote an article in the *Harvard Business Review* called "What makes a leader?" and in it he identified 5 main emotional competencies of successful leaders: self-awareness, self-regulation, social skill, empathy, and motivation. Goleman claimed that these competencies contribute to outstanding performance. Goleman isn't the only theorist who has written about emotional intelligence, but his connecting it to leadership is the reason why we are making a special effort to familiarize you with these concepts about emotional intelligence and why, in the next few months, we'll be conducting small group workshops geared to helping you develop your own emotional intelligence, to contribute to your personal development as leaders in the company. Without going into a lot of detail, the groups will do role plays of typical office scenarios, and group members will help each other recognize patterns of behavior that could be avoided—or improved—to build our emotional intelligence competencies. Why don't I pause here to take some questions?

SONIA: Thank you, Tom. Sonia Vargas from the Mexico City office. I have a question. If the company is going to conduct workshops to train us in emotional intelligence, does that mean that it can be learned? I mean, IQ is really important too, but the company isn't giving us workshops in that.

TOM: Good question. Goleman says that the emotional competencies of an emotionally intelligent person are not innate talents we're born with, but rather are learned capabilities that can be developed through work. Goleman says that our genetic heritage gives each of us a series of emotional set points that determine our temperament. But the brain circuitry involved can be changed; temperament is not destiny.

SONIA: I'm sorry, Tom. I'm not sure I understand all that. What did you mean by "genetic heritage" and "temperament"?

TOM: So, our genetic heritage is what's often called "nature"—those characteristics we have from birth, which we inherit from our parents, from their genes. "Temperament" is similar to personality—whether we are naturally optimistic or cheerful, shy or outgoing, high-strung or calm—that sort of thing.

SONIA: Thanks. But can you explain what Goleman means by "brain circuitry" . . . and that "temperament is not destiny"?

TOM: Sure. When Goleman talks about our "brain circuitry" being malleable, what he means is that our actual brains—the organ in our heads—can and do develop over the course of our lives. Humans are engineered for lifelong learning. . . . Oh, and "destiny"—Destiny is a future that can never change. I hope that helps. Yes, I see a hand up on the screen?

JERRY: Thank you. Jerry Harris in Los Angeles. I know that IQ is pretty well accepted, even though there are some disagreements about whether culture really interferes with its accurate measurement. But what about EQ? You say there are tests of emotional intelligence. How accurate are they?

TOM: Well, you've put your finger on something, there, Jerry. As I said earlier, the concept of EQ isn't universally accepted, and EQ tests are somewhat controversial. There's no real way to know how accurate the concept or the measurement is. In fact, EQ has been criticized in the scientific literature as "pop psychology." It's not our intention to validate emotional intelligence scientifically; but we do know that the competencies

named by Goleman definitely contribute to excellence in leadership and that these competencies can be developed. It's our goal to have a top-notch team of leaders. It's with excellence in leadership that we will develop and maintain our best staff and, in doing so, improve our position in the market. And it's essential in these competitive days that we be at the top of our game. Thank you all for your participation. Your managers will be meeting with you individually to make group assignments for the training after the coffee break. Have a good morning.

UNIT 9

Page 90, Preview, Exercise A

Everyone knows that the world's population is growing fast, right? Wrong! According to a number of trustworthy sources, birth rates around the world are actually falling. What does that mean as far as population growth is concerned? It means that in this century, population growth will slow down, and, at some point, the numbers will actually reverse. That's because there won't be enough births to maintain those higher population numbers.

For example, check out these statistics . . . In 1950, U.S. women were having on average 4.5 children per family. That rate has dropped by half. Today there are an average of 2.4 children per household. About half the world's countries still have birth rates that are high enough to sustain their current populations. But by the end of the century, those birth rates are expected to decrease dramatically. Other countries, whose populations are already in decline, will see even more dramatic shifts. Japan's population is expected to drop from just under 130 million to 53 million by the end of the century. Italy's will drop from about 60 million to 28 million. Birth rates in other countries—like Spain and South Korea—will drop by more than half.

You may ask yourself, "What's happening?" Well, according to many experts, the explanation is that as women receive more education and join the workforce in greater numbers, they simply choose to have fewer children in order to maximize their employment opportunities. Another explanation is that the cost of raising children today has become too expensive for many families. Some have even suggested that access to TV may have contributed to this demographic shift. As women in countries with traditionally high birth rates become more aware of cultural traditions elsewhere, the idea of having lots of children has become less appealing to them.

Page 92, Lesson 1, Exercise B and C

Conversation 1

A: There's a scientist somewhere in Eastern Europe who claims to be doing reproductive cloning.

B: Reproductive cloning? You mean like using DNA from a human egg cell and growing an exact copy of the person the DNA comes from?

A: Yup. This scientist says she's created actual human babies this way. And they're alive.

B: Isn't that illegal?

A: Not everywhere, apparently. The technology's existed for years. But no one's actually used it for this—until now. If you can believe the story.

B: But I've read that no one has done it because there's no way to guarantee it would be safe. Imagine if something went wrong?

A: Right. Totally playing with fire if you ask me. In any case, why would an ordinary person want to be cloned?

B: Well, some people speculate that you could clone a genius, or a great athlete, or someone gorgeous just by copying the DNA of a person with those attributes.

A: I don't know. I don't think we should play with Mother Nature. It's dangerous, and in my opinion, unethical.

Conversation 2 (B = Southeastern Asian English)

A: So what do you think about these people getting microchipped?

B: Microchipped? Microchipped? Run that by me again.

A: They're just these tiny computer chips they implant in your wrist. they're no larger than a grain of rice. And they say microchipping is so convenient. You don't need a key for your car, for your house, for your gym, your office. Just swipe your hand by the digital reader and you're in. No one can steal your key or pretend to be you—at least for the things you do in person.

B: Well, that sounds pretty convenient—and harmless. There's gotta be a downside.

A: Not sure. But, since it's so convenient, people are getting all kinds of information stored on the chip—emergency contact details, social media profiles, e-tickets for events.

B: Well, I think it's a slippery slope. There might not be much danger in those, but what's to stop people from storing truly private stuff, such as their health history? There's no telling what hackers could do if they got a hold of that.

A: Hold on, hold on. I see it a little differently. They say it's almost impossible to hack these chips. Don't you think you might be going a little overboard?

B: Nope. Anything digital can be hacked. Count me out. I don't mind carrying around a couple of keys.

Conversation 3 (B = German)

A: What do you think of genetic engineering?

B: That's a pretty broad term. It depends. What specifically do you mean by genetic engineering?

A: I guess I'm talking about genetic modification, particularly of foods. You know, like when they insert genes from one organism into another, such as putting fish DNA into tomatoes.

B: It's weird, right? And it's pretty controversial. My supermarket claims it won't sell any GMOs—you know, "genetically modified" foods. Everything's got a sticker. Lots of people don't believe GMOs are safe.

A: So do you know why they modify foods?

B: I think in order to enhance their resistance to disease or to be able to increase their ability to survive in cold temperatures. I'm sure the goal is a good one—and it certainly increases profits for farmers, food manufacturers, and retailers.

A: Where do you stand on genetic modification?

B: I guess I'm not too worried about it. I've read that there's no evidence consuming genetically modified foods is harmful. So for the time being, I'm guessing the concerns are a little exaggerated.

A: But you'll still shop at that GMO-free market.

B: [laughs]

Conversation 4 (A = American English [regional])

A: I just read online that a doctor working in a Los Angeles hospital operated on a patient in a hospital in Tokyo.

B: How did he do that?

A: It's called *remote surgery*. The surgeon in Los Angeles used high-tech videoconferencing to guide the surgical instruments electronically . . . in Tokyo. It's really an extension of robotic surgery—just guided from far away. Robotic surgical instruments aren't actually all that new. They're great for microsurgeries, where an instrument much smaller than a surgeon's hand is needed.

B: Right, but remote surgery sounds like a horror movie. Suppose the Wi-Fi network goes down in the middle of the operation? Or what if someone hacks the line? Aren't there enough things that can go wrong during an operation? And aren't there enough surgeons in Tokyo? It's like opening a can of worms.

A: I hear you. Actually, they say that one of the reasons remote surgery hasn't become more common is because of latency—there's a time lag between the action of the surgeon and the action of the instrument—you know, like what happens when people try to sing together on Zoom.

B: So why are people doing it now?

A: Well, it turns out that the latency problem has been solved by 5G technology. So stay tuned. Remote surgery is the way of the future, especially when there's no highly specialized surgeon near you when you need a complicated surgery. I think it's an exciting new technology that's going to be really big in the future.

Conversation 5 (B = Korean)

A: I just got one of those AI chess games, and I just can't stop playing.

B: AI? You mean *artificial intelligence*? I've heard those computer chess games are the rage. Who usually wins?

A: The computer, unfortunately. But I'm not giving up! Not only do I love to play chess, but I'm fascinated by the whole idea of artificial intelligence. It's clear computers have advantages over humans when it comes to analyzing and planning. They can figure out the best strategy based on hundreds of thousands of potential moves, and they can do that instantaneously. And they're almost never wrong.

B: Well, nothing can beat that, can it? No human can be as strategic as that.

A: I suppose not, but I can't help thinking applying AI all over the place might be like opening a Pandora's Box.

B: Why? What could go wrong?

A: I don't know. It could be dangerous. Playing chess is one thing, but suppose the military decided they could use it to create a military strategy? That would be no game, if you know what I mean. I've heard the military is actually experimenting with AI right now. And there are other applications in the works.

B: Hmm. I see what you mean by a Pandora's Box.

Page 98, Lesson 4, Exercise C

Conversation 1

A: You know, fifty years ago, the average family in this country had 3.2 children. Today, the rate is only 1.9.

B: Whoa. That's a massive change. What do they think caused it?

A: Apparently a number of factors. But the most important is that the country has changed from a mostly rural farm economy to a mostly urban technological one. Farm families need a lot of kids to help out. But children are just an added expense for urban families.

Conversation 2

A: Did you know that there are still some countries in the world in which fewer than 30% of the population can read and write?

B: That's beyond depressing. I can't imagine it's easy to make much progress in those places, right?

A: True. But I've read that worldwide the statistics are getting better, and the rate's been going up at approximately 2% per year.

Conversation 3 (A = British English)

A: Just look at this statistic! There were over a thousand assaults in the city this year. That's an increase of 50% over last year.

B: That's pretty steep. Does the article say why they think the trend is up?

A: They think it has something to do with the changing demographics in the area. The number of young men who have moved here from rural areas to look for work has exploded over the last five years. And since it's well known that younger men tend to get into trouble more than women or older people, that's got to be why.

B: Makes sense.

Conversation 4

A: Well here's some good news for a change.

B: Hit me with it. I could use some good news.

A: That makes two of us! So listen to this: you know that new cancer drug, Tellmeeafib? It's cured over 80% of childhood cancers in the last year.

B: Tellmeeafib? Oh, yeah. I saw something about that online. It sounds like a miracle drug. Lots more kids are surviving.

Pages 98–99, Lesson 4, Exercises D and E

Today's lecture explores worldwide population trends and predictions for the future. Let's begin with population growth.

According to a recent United Nations report, the world's population will reach nine billion by 2037. First, some

background to put this in context. The world's population reached one billion for the first time back in 1804—and it had taken *hundreds of thousands of years* to reach that number. In contrast, the world's population reached *two* billion in 1927, just 123 years later. And it reached *three* billion just 33 years after that. That's an astounding rate of growth.

According to the same report, demographers projecting population growth between now and 2037 estimate that 50% of the world's population growth—that's half—will occur in only nine countries. Here are some facts about some of the largest and fastest growing countries. Today, China is the world's most populous country. But by 2030, India will have surpassed China and will take its place. To get an idea of how large these populations are, India and China *together* represent 37% of the current world population. But, believe it or not, India isn't the world's *fastest* growing country. That record goes to Nigeria, in Africa.

However, the UN's report also notes a rather surprising population trend. Contrary to what many have believed, the world's rapid population growth is expected to slow down—and even reverse itself—by the end of this century. This is because *fertility* rates have been steadily declining, which will result in falling birth rates in the second half of the century.

What other demographic changes are seen worldwide? In 2007, for the first time in human history, the total number of people living in *urban* centers outnumbered those who live in *rural* areas. Here's a snapshot of the rate of that trend: In *1960*, 34% of all people lived in cities and towns. However, by *2020*, that percentage had climbed to *56%*—and the percentage is expected to continue rising.

Let's move now to life expectancy. According to another UN report, life expectancy is rising across the globe. In *1950*, the average life expectancy was 47 years. By *2020*, the global average was 72.2 years—a *35%* increase. People are simply living longer. And this is everywhere. Worldwide, the total number of people who are 65 or older will triple in size.

Another source, Newsweek.com, cites a projection indicating that, by *2050*, one in every *six* people in the world will be a senior over the age of 65. In fact, there will be *twice* as many seniors as *children*—except in Africa. In *Africa*, the number of children who are under 18 years old—according to another UN report—is projected to increase by two thirds—representing 40% of all children worldwide. In contrast, this same demographic only represented *10%* of the world's children back in 1950.

So, what are some consequences of these recent trends and predicted trends for the future? It's clear they will present challenges:

- For countries with growing younger demographics, more funding for education will be required.
- For countries with aging populations, health care resources will need to be increased.
- In China, at the same time that the percentage of aging seniors is rising, we'll see a *decrease* this century in the percentage of *working-age* citizens. This demographic shift could have a negative effect on economic growth because there will be fewer people in the workforce. On the other hand, it's expected that there will be an increased demand for goods and services by China's growing *senior* population. This could have a *positive* economic effect.
- As the world population grows in the first half of the century, more food will have to be produced. However, remember that food for those living in urban centers is traditionally produced in rural areas. As people move to urban areas from rural areas, there will be fewer people to meet that increased demand.

Economists will need to watch these trends closely as they develop.

UNIT 10

Page 100, Preview, Exercise A

I know that globalization has its fans and its critics—and there are a lot of serious benefits and issues related to it, but I'd like to share a few personal impressions of globalization's effects—both the good and the bad, as I see it. So here goes.

For me, one of the pleasures of traveling was always observing differences from country to country—things like food, clothing styles, architecture. I spent an academic university year in France, and I remember the breakfasts they served us in our student housing. They would give us a huge bowl—what to me looked like a soup bowl—full of the best coffee I ever had—none of that watery instant stuff we got at the student cafeteria in my U.S. university! This coffee was strong and black. And the bread! How delicious it was—unbelievably different from the white bread we toasted for breakfast back home. I looked around, and the other students were all dunking their bread—which they had buttered!—right into that bowl and savoring it. Not wanting to stick out as a foreigner or worse, as an American who didn't know how to eat, I dunked my bread right along with my classmates. The memory of that pleasure has stayed with me my whole life.

I even remember that back in those days a hamburger with ketchup was a novelty my French classmates looked down at and, at the same time, secretly couldn't wait to taste. But how things have changed! Today, although travelers can still find typical foods and handicrafts almost everywhere—if they look—they're more likely to encounter a sameness in almost all major cities of the world. Hamburgers? Forget about it. They're everywhere! Ketchup? No problem. But more than that, foods that had formerly only been eaten in particular places, such as sushi, or tacos, are standard fare everywhere you go—which I'm not saying is bad. In fact, there's a lot that's good about that. Today, people now have wider horizons and a greater appreciation for the cultures of other people. Another benefit is the availability of brands. Again, this is my personal opinion. Not everyone will agree. But take cosmetics, for example. If I need my favorite sunscreen, I'll find it in almost any drugstore in the world.

On a larger scale, we know that, for example, Americans buy Japanese cars and Brazilians buy American ones, and it seems natural to us that many of these cars are made with parts that didn't originate in their countries of origin. That's one efficiency that has resulted from globalization. Here's another personal story: recently I needed a refrigerator—an American refrigerator brand—but I was told I'd have to wait eight months for it because the steel in it came from China, and the worldwide pandemic had delayed the

shipping of steel. The entire world is now connected through trade and transportation, and I understand the benefits of our globalized world—efficiency, less duplication, better prices—so I'm guessing things will never go back to the way they were. But we can't overlook some of the bad effects of globalization—the increased gap between rich and poor. And for me—and many people I know—I miss the old differences, the foods, the clothing styles, that use to define each culture and place, giving it an identity all of its own.

Page 102, Lesson 1, Exercise C

Conversation 1

A: Have you been following the news about the refugees?

B: I have been. It's really distressing, isn't it? I can't imagine what it must be like for them to suddenly become homeless.

A: Apparently, they have nothing—just the clothes on their backs.

B: Terrible. It's bad enough that they have lost their homes, but I heard that relief groups are running out of food for them. The situation must be just awful.

A: It's really a crisis. The government has got to come up with an effective emergency plan or it's going to be a catastrophe—thousands of people are going to die.

Conversation 2

A: Have you heard about the polio epidemic in Afghanistan?

B: What? I thought polio had been wiped out years ago.

A: It was in a lot of places, but apparently not everywhere.

B: That's too bad. I wonder why it hasn't been wiped out there.

A: Well, they've been trying to wipe out polio once and for all by convincing more people to get vaccinated. It hasn't been a problem in urban areas. But in some more rural places, a lot of people feel it's against their religion. So they've just refused to get vaccinated.

B: That's really a shame. Sounds like a losing battle.

A: Maybe so.

Conversation 3

A: Have you been following the story about the economic crisis?

B: Yeah. It's unbelievable. They say workers are getting laid off left and right.

A: It makes you realize how lucky we are, doesn't it? I feel really bad for those people who lost their jobs.

B: Well, the good news is a group of super wealthy celebrities have been pressuring the president to come up with a plan to turn things around. And the president has actually been paying attention.

A: How do you like that! It just goes to show you, money talks.

B: Hey, as long as it gets the ball rolling to end the crisis, I'm all for it. But get this . . . the president has come up with a plan. But the liberals and the conservatives haven't been able to agree on how to pay for it.

A: Well, this is no time for them to be sitting on the fence.

B: I totally agree.

Page 106, Lesson 3, Exercises C and D

(Susan = British English)

(Berat = Turkish)

RADIO ANNOUNCER: You're listening to WKBC. And this is *Road Runner*, with Susan Cahill.

SUSAN: Culture shock. Anyone who has spent more than a day or two in another country has experienced some degree of it—that disorientation you experience when you are in an unfamiliar culture. If you haven't yet spent time in another country, experts say it can help to be aware—before you go—of the kinds of feelings you might experience as a result of culture shock. Well, today's program is going to help you do just that. When you're traveling or living in a new culture, everything is unfamiliar to you—the way the food smells and tastes, the weather, how people act socially, the daily customs . . . In other words, everything you're used to suddenly seems so different. Even if you're traveling on business, you may discover that the rules you've been familiar with are not the same—for example, what you can talk about during a business lunch, or how to address a manager . . . At first, it's fascinating and you enjoy all the new sights and sounds. Berat Yildiz, an exchange student from Istanbul, Turkey, who has spent two years studying in London, knows culture shock firsthand, and we spoke with him earlier today. Let's listen as Berat describes what it was like during his first month here.

BERAT: I was really excited to be in London. It had long been a dream of mine to study here, and it had finally come true. I mean, this is such a famous place . . . There were so many things to do. And people were really nice. I just felt like I was in heaven. Everything was interesting to me . . . even ridiculous things like counting out money when I had to pay for things. I felt like a kid. I had to ask for help all the time because I couldn't tell the coins apart. And the most disorienting thing was the traffic. In Turkey we drive on the right, but as everyone knows, drivers in London drive on the left. So I had to be extra careful when I crossed the street. But it was all fun and new. I really loved being here.

SUSAN: Sociologists say culture shock has four stages to it, and they call what Berat is describing the "honeymoon" stage—like newlyweds on a honeymoon, everything seems great. But it doesn't last forever. After a while the new culture becomes a bit overwhelming and you start wishing you were back at home again, where everything is comfortable and familiar. Listen as Berat describes what came next.

BERAT: After a couple of months, things seemed to change for me. The London weather started to really get to me—it seemed like it was cold and rainy all the time. For someone like me—from Turkey, where it's warm and sunny—well, I felt like a fish out of water. It was hard to take. And I was finding it difficult to make friends. British people seemed a bit cold to me,

which is very different from the way people act in my country. The food was also a problem. I got really tired of it and dreamt of the food back home. Thank goodness there are some good Turkish restaurants in London.

SUSAN: Here Berat was experiencing what experts call the "frustration" stage of culture shock. You start to feel negative about the new culture and everything about your own culture, which right now is very far away, seems wonderful. Listen as Berat continues.

BERAT: After a while, everything about London began to really get to me. It was bad enough that Londoners seemed so formal all the time. But even worse, they were constantly apologizing—always saying, "Sorry!" It really seemed insincere to me, and it got on my nerves. I felt really homesick. I missed my family and friends back home, so I would call them and complain about my life in London. I also just felt sad a lot of the time, though I wasn't really sure why. It was actually affecting my studies. I still had over a year to go and I really wondered at that time if maybe my decision to come here had been a mistake.

SUSAN: This is the hardest stage of culture shock—what some experts call the "depression or distress" stage. Some people have strong feelings of sadness or loneliness—even anger, or they don't sleep well. Some actually experience physical symptoms such as headaches. Fortunately, there's a light at the end of the tunnel. Berat describes what came next.

BERAT: It took about a year for me to get my feet back on the ground again. But by that time, I had gotten used to the weather—I learned that it's all about dressing right. And crossing the street was a piece of cake by then—you just have to remember to look both ways. But most importantly, I made friends in my classes, both Brits and other foreigners like me. What a difference that made! I started to feel like I had a place where I belonged. And I was really able to appreciate some of the things that made British and Turkish culture different. I still prefer Turkish food, but I've come to appreciate what they call a "full English breakfast." My cousin Orhan is coming to visit next week, and I'm looking forward to showing him around my adopted city.

SUSAN: In the end, Berat finally experienced the "acceptance" stage of culture shock. He learned to appreciate the differences from his own culture and to find his own place in the culture he was living in. Culture shock is something everyone goes through when they travel overseas—the important thing is to be aware of what's happening to you. For those who will be staying in an unfamiliar culture for an extended period of time, we also have these suggestions: Even though you might feel strange, don't avoid people. Get out and be social. Meeting new people can help you manage any negative feelings. Wherever you're staying, take some time to settle in and make it feel like home. Put up your own decorations. Walk around your new neighborhood and get to know it well. Identify some favorite places and visit them often so people get to know you too. Get into the habit of greeting people. And get to know the city you're living in. Learn about its history and culture. I'm Susan Cahill, and good night.

Page 107, Lesson 3, Exercise E

(Susan = British English)
(Berat = Turkish)

1

SUSAN: Berat Yildiz, an exchange student from Istanbul, Turkey, who has spent two years studying in London, knows culture shock firsthand, and we spoke with him earlier today. Let's listen as Berat describes what it was like during his first month here.

2

BERAT: I was really excited to be in London. It had long been a dream of mine to study here, and it had finally come true. I mean, this is such a famous place . . . There were so many things to do. And people were really nice. I just felt like I was in heaven. Everything was interesting to me . . .

3

SUSAN: Some people have strong feelings of sadness or loneliness—even anger, or they don't sleep well. Some actually experience physical symptoms such as headaches. Fortunately, there's a light at the end of the tunnel. Berat describes what came next.

4

BERAT: It took about a year for me to get my feet back on the ground again. But by that time I had gotten used to the weather—I learned that it's all about dressing right. And crossing the street was a piece of cake by then—you just have to remember to look both ways. But most importantly, I made friends in my classes, both Brits and other foreigners like me. What a difference that made!

Keep Talking! Video Script

Unit 1, Page 5, Lesson 1, Exercise B

N: Get to know a classmate's background. Use your Talking Points as an interview guide. Use the simple past tense, the past perfect, the past continuous, and the past perfect continuous in your questions and answers to clarify the order of events in the past. And keep talking! Ask questions about other interests and hobbies. Or compare similarities and differences in your backgrounds. Say as much as you can.

A: So, tell me a little about yourself. Where do you live?

B: I live in an apartment downtown.

A: And do you live with your family?

B: Yes, I do. But I've been thinking of getting a small apartment for myself.

A: Won't you miss your family?

B: Eh, I'm sure I will, but I'd like more privacy and space. However, the whole family gets together for lunch on Sunday, so it'll be OK. . . . How about you? Where do you live?

A: I live in an apartment near the airport. I bought it six months ago. But I'm planning to get married next year, so we'll need a larger one. My fiancée and I have been looking.

B: That's exciting.

A: I know, but I'm kind of sorry I bought that apartment. I'll have to sell it. I'd been in the process of buying it when I met my fiancée, and I didn't realize we would get engaged.

B: That sounds like good luck and bad luck at the same time!

A: Mostly good luck, though! . . . So do you have a career—outside of English class, I mean?

B: Not yet, but I'm studying nursing at night.

A: Nursing! Nursing's a great field.

B: It is. It's a great profession because you can find work anywhere. I worked in a restaurant for five years before I made up my mind to study nursing. Better late than never, right?

A: Definitely. I wish you all the luck in the world.

B: Thanks. I'm just hoping I have what it takes.

A: I'm sure you do. . . . By the way, where were you born?

B: I was born in Germany actually, but my family came here when I was four.

A: Wow. So, was German your first language?

B: It was. And we still speak German at home. My parents didn't want us to lose the language.

A: I think that's great. And you have absolutely no accent. I mean that as a compliment by the way.

B: Thanks!

A: You know, we have something in common. My grandparents were immigrants, too. From Italy. But they've been living here since 1940, so I never learned Italian.

B: It's a small world, isn't it? . . .

Unit 1, Page 7, Lesson 2, Exercise C

N: Create a similar conversation. Keep talking. Explain why your career or course of study wasn't a good fit. Ask questions about why a new career or course of study is more appealing. Say as much as you can.

A: So, Diana, what brings you here today?

B: I'd like some advice. I've been considering switching to psychology. I'd like to be a psychotherapist.

A: Well, that's a big change! Weren't you in the economics program?

B: I was, but I've given it a lot of thought, and I've decided I'm not cut out for economics. I'd like to do something that brings me more in contact with people, to help them if I can—especially teens.

A: I understand. And I'm sure you have what it takes to be a terrific psychotherapist.

B: Correct me if I'm wrong, but isn't there an entrance exam for the psychology program?

A: No, there isn't. But you'll have to demonstrate that your academic work up till now has been excellent. I don't think you'll have any problem with that.

B: And if I'm not mistaken, I believe I'll need a letter of recommendation with my application, right?

A: That's right. I'd be more than happy to write one for you.

B: Thanks! Hey, I had an idea I wanted to ask you about. Do you think it would be possible for me to volunteer, or maybe even get an internship, in the children's hospital?

A: Hmm. Let me see if I can find out for you. It would be a great way for you to see if you like the field, wouldn't it?

B: That's what I was thinking.

A: I know someone at the hospital. Give me a day or two to look into it, OK?

Unit 2, Page 15, Lesson 1, Exercise B

N: Using your Talking Points, discuss situations in which you think telling a lie may be acceptable or unacceptable. Provide examples and use adjective clauses when talking. And keep talking! Ask your partner questions about what happened. Or offer your opinions about the choices your partner made. Say as much as you can.

A: So, when I was in primary school, we were allowed to keep library books for two weeks. One time, I couldn't find one of the books I'd borrowed, and I didn't want to admit that I had lost it, so I invented a story.

B: What did you say?

A: I told the librarian that a classmate who'd moved away—Jonathan Beecher (you may remember him)—took the book and that I couldn't get it back.

B: You just made up an excuse?

A: Right. I just couldn't own up to the fact that I'd lost the book. I thought if I shifted the blame to Jonathan, I wouldn't get in trouble. And I figured it served him right. He once told on me when I broke a plate in the cafeteria.

B: What a snitch!

A: Right. But that really didn't give me the right to lie about him. As they say, two wrongs don't make a right.

B: Sounds like you still feel bad about it. . . . So, what happened after you told the librarian that Jonathan had taken the book?

A: Well, things kind of got out of hand. The librarian thought my story sounded fishy and asked me if I was sure.

B: Uh-oh. You must have started worrying then.

A: But that's not the worst of it. The librarian knew this boy's mom pretty well and had her phone number, so she just called her up and asked if her son had the book. Of course, the mom checked with Jonathan, and he told her he never had the book.

B: So, what happened?

A: Well, you're not going to believe this, but the same day I told the lie about Jonathan, my mom found the book under the seat in her car. I returned it to the library.

B: Were you embarrassed?

A: Totally. The librarian said I should call Jonathan to make things right, which I did. You know: I learned a lesson. If I had just told the librarian the truth—that I couldn't find the book—she would have given me a few more days to look and none of this would have happened.

B: You know that proverb we learned yesterday? "The truth is the safest lie"? Makes sense now, doesn't it? . . .

Unit 2, Page 17, Lesson 2, Exercise D

N: Create a similar conversation. Keep talking. Continue to negotiate how you'll make up for what you did. Say as much as you can.

A: I'm really sorry, but I have some bad news. I really messed up.

B: Oh, no. What happened?

A: You know those earrings you lent me for my sister's wedding? Well, I'm afraid one of them must have fallen off when I was in the taxi coming home, and I didn't realize it until I was getting undressed.

B: Oh, no. How do you know you lost it in the taxi?

A: Because Eric took a picture of me just before I got in the taxi, and you can see I still had both earrings on. Oh, here. Have a look.

B: Well, maybe you can call the taxi company and see if it was found?

A: I did. I even remembered the driver's name. They looked in the taxi, but it wasn't there. Maybe a dishonest passenger found it and kept it. Anyway, there's no way to know, but the earring is lost, and I feel so bad!

B: Look. These things happen. It could have happened to anyone.

A: Is there any way to replace it? I really want to make things right.

B: Actually, there probably is. I bought them online from Esmee's. They may have another pair.

A: Let me look online right now. I insist on getting you another pair if they have them—or something similar if they don't.

B: That's very nice of you.

Unit 3, Page 27, Lesson 1, Exercise B

N: Discuss the situations on your notepads from Talking Points. Tell each other your stories. And keep talking! Ask for more information and details. Or say more about what happened. Respond with interest and concern. Say as much as you can.

A: So, what was the scariest situation you've ever faced?

B: It was definitely the time I had to jump into a river to try to rescue my dog.

A: Really? What happened?

B: Well, I'd been feeling under the weather for a few days, so I thought it would cheer me up to get outdoors. I had a new puppy, and I decided to take her to River Park. She was tiny, and I put her in my backpack, brought a picnic lunch, and rode my bike with her to the park. After I ate my sandwich, I lay back to look at the sky and fell asleep.

A: OK. So far, so good. Then what happened?

B: So, the puppy was with me on the blanket, but when I fell asleep, she walked away. Into the river! And this was after that storm. The water was really rough. She's as smart as a whip, but she's just a puppy.

A: Oh, no.

B: I guess like babies, they have to learn from experience. . . . Anyway, she managed to climb up onto a rock near the shore, but those rocks are slippery when they're wet—and dangerous. Every time I think about how irresponsible I was, I want to put my head in the sand. I don't know what got into me. I should have been watching her.

A: Well, we all slip up sometimes. Don't be so hard on yourself.

B: Thanks. In any case, there's no sense dwelling on it now. The story has a happy ending.

A: What happened?

B: I just had to face the music and jump into that river.

A: Wouldn't that water have been dangerous for you, too?

B: Well, doing nothing while she was drowning in the river wasn't an option. I had to think fast. There was a small tree right next to the river. I tied my backpack to the tree and held on to it and just waded into the rushing water.

A: How scared were you?

B: So scared that my hands were shaking and I felt sick to my stomach. I thought I would vomit. But the plan worked. I was able to grab her by the tail. Thank goodness I didn't hurt her!

A: Well, all's well that ends well. I'm so glad you rescued her! That reminds me of the time I took my canoe . . .

Unit 3, Page 29, Lesson 2, Exercise D

N: Create a similar conversation. Keep talking. Ask for more details about the problem. Offer specific advice. Say as much as you can.

A: You look a little distracted. Is something wrong?

B: Actually, I failed my driver's test.

A: No way! That must be tough. What happened?

B: I'm just not good at parking. I don't really know what I did wrong.

A: Well, we all slip up sometimes. Maybe it was just bad luck.

B: I don't think so. No matter how much I practice, I just can't park the car right. I'm at my wits' end.

A: Don't be so hard on yourself. It's not the end of the world. Maybe you could get a parking lesson from one of the driving schools.

B: Well, I've called several driving schools, but basically they only give the full course. I don't need that. I'm actually a pretty good driver.

A: I hear you. But hang in there. Maybe you just need a little more practice. . . . Hey, here's an idea. I could give you a couple of lessons after work. What do you think?

B: Are you sure?

A: Totally. I insist. It would be fun.

B: That's so nice of you.

A: No worries. And you'll be great at parking in no time.

B: Thanks for the encouragement.

A: Anytime.

Unit 4, Page 37, Lesson 1, Exercise C

N: Create a similar conversation. Keep talking. Explain the problem in greater detail and how you felt about it. Offer to make up for it. Say as much as you can.

A: Alec, there's something I need to bring up. Do you have a minute?

B: Sure. What's up? Is something wrong?

A: Well, everyone was supposed to complete their section of the team presentation by yesterday.

B: Oh, you're right. Yesterday was the deadline. It just slipped my mind. I'm so sorry.

A: Well, what bothers me is that it's not the first time you've missed the deadline.

B: That's true. I'm just not as punctual as I should be. I know I need to put reminders on my phone calendar, but I always forget.

A: You know, everyone else on the team completed their slides on time, but we can't put together the presentation until we have yours. It's really inconvenient. . . . I hope you don't mind my pointing this out.

B: On the contrary. It was pretty thoughtless on my part. I'm really sorry. I'm going to make things right and complete my section today.

A: And I actually think it would be good if you said something to the whole team.

B: You're right. I'll apologize to everyone. And I'll offer to put all the slides together myself.

A: That would be great. But it would be really helpful if you could pay more attention to deadlines in the future. I'm sure everyone would appreciate that.

B: Of course.

Unit 4, Page 39, Lesson 2, Exercise B

N: Create a conversation in which an employer gives an employee positive feedback and the employee expresses gratitude. Use the tips from Talking Points for ideas. And keep talking! Praise the employee's job performance. Explain the positive effects he or she has had on the whole team. Suggest how the employee might be rewarded for such good work. Discuss the employee's future steps. Say as much as you can.

A: So, do you want to be the employer or the employee?

B: I'd rather be the employee first. Is that OK?

A: Sure. Good morning, Lisa. Please have a seat.

B: Thank you.

A: So, you've had a really great couple of months. Several of your colleagues have told me some of the things you've accomplished. . . . Your sales look great. Very impressive.

B: I'm so glad to hear that.

A: And another thing: they told me that you've been helping your assistant, Dave, develop his skills. I know you've taken him out on your sales calls with you, and I think that's a great way to teach someone about sales. What did you do on those visits?

B: Well, I gave him some tips on how to make a successful sales presentation. And then I actually let him do one for one of our new clients. I was there, of course, to watch and then give him feedback.

A: Liz told me about that! And that Dave did a great job. We all appreciate the time and effort you've put into helping him grow.

B: Thank you so much for letting me know that. I wasn't sure how it would go.

A: So, Lisa. If you could choose your next position in the organization, what would it be?

B: Well, since you ask . . . Now that Jeannette's announced that she's retiring at the end of the year, I've been wondering whether it might be possible for me to apply for her job.

A: Jeannette's job . . . You know, that might be an excellent fit. But it would be a big step. How would you feel about working with Jeannette for the next six months?

B: I'd like that, but . . . what would happen to my own responsibilities?

A: Well, suppose we give Dave some of the ones you think he could do himself, and have you work with Jeannette for two or three hours each day. That way, you can train for your new position—see if you like it—and Dave could continue to grow.

B: You know, that sounds very appealing to me.

A: OK. Let's change roles and do it again.

B: Great. I'll be the employer this time . . .

Unit 5, Page 49, Lesson 1, Exercise C

N: Create a similar conversation. Keep talking. Tell your partner where you found the cartoon, autocorrect fail, or funny video clip. Talk about another one. Say why you think it's funny. Say as much as you can.

A: This is priceless. Look. You've got to see this.

B: What is it?

A: It's this new stand-up comedian. He totally cracks me up.

B: What's he talking about?

A: What isn't he talking about? He makes jokes about everything: his kids, his mother-in-law, his boss. . . . He's just hysterical.

B: OK, I'm in! Let me see.

A: So, what do you think?

B: Hilarious. Who is this guy?

A: Just some comedian I saw online. I'd love to know whether he does any live shows at the comedy clubs in town. I'd definitely go.

B: Me, too.

A: For me, there's nothing funnier than a live comedian. What's your favorite kind of humor?

B: Let me think . . . Actually, what I really like are those old slapstick movies. I just love physical humor.

A: You mean like Charlie Chaplin films?

B: Yeah. They're hilarious.

A: I like slapstick too, but I prefer the more modern ones. To tell you the truth, I just don't get those silent movies.

B: The new ones are great, too. You know, a lot of people think Jim Carrey's movies are modern slapstick. Do you like him?

A: He's pretty silly, but he makes me laugh. You can't beat physical humor combined with a funny script, I think.

B: Well, that makes two of us.

Unit 5, Page 55, Lesson 4, Exercise C

N: Discuss one or more of the questions. And keep talking! Ask your partner to explain his or her opinions. Provide more examples. Agree and disagree, supporting your opinions. Say as much as you can.

A: So, I've been thinking about practical jokes, and I've come to the conclusion that they're just mean—most of them are actually cruel.

B: No way. I think most of them are harmless, and in my experience the person who's the butt of the joke usually doesn't take offense.

A: Have you ever actually played a practical joke on anyone?

B: Once or twice, but I've been the butt of one more than once, and in my opinion, it's no big deal if the people playing the joke are your friends.

A: So, what was one of the jokes people played on you?

B: Let me think . . . Oh, yeah. You know those chocolate sandwich cookies that have the sweet white cream between the cookies?

A: You bet! Black and Whites! My favorite cookie.

B: Everyone's! So, one day a bunch of my co-workers decided to play a joke on me during a coffee break. They separated some of the Black and Whites and replaced the white cream with toothpaste—harmless if you eat it, but pretty awful, right?

A: Uh-oh. I can see where this is going.

B: So, my co-workers put the cookies out on a plate in the coffee room. When it was time for our coffee break, they were having coffee and eating the Black and Whites. I sat down and picked up one of the fake ones they'd put on the plate.

A: Ugh. That must have tasted disgusting.

B: Worse than that. It was shocking. I yelled, "Don't eat those. There's something wrong with them!" They just cracked up. And then I realized this was a joke on me.

A: So, how did it feel to be the butt of the joke with people laughing at you? Don't you think that crossed the line?

B: No, I don't. When I realized it was a joke, I just laughed along with them. I didn't take offense at all. My co-workers like me, and I like them.

A: Well, I have to say you were really a good sport.

B: Thanks. So, have you ever been the butt of a practical joke?

A: Yup, and it was really embarrassing. Once, some of my friends grabbed all of . . .

Unit 6, Page 59, Lesson 1, Exercise B

N: Tell your partner about your two experiences from Talking Points in more detail. Include one statement beginning with <u>If I had been</u> + a present participle and / or one with <u>If I hadn't been</u> + a present participle. And keep talking! Ask about how your partner handled each hassle. Or suggest ways the problem could have been avoided. Say as much as you can.

A: I had a terrible experience on my commute to work the other day.

B: What happened?

A: Well, it's a long story. The first thing that happened was that my boss sent me a text message while I was home making dinner, for the umpteenth time!

B: You mean he expects you to answer his text messages when you're not at work?

A: On the weekend! Can you believe that? Anyway, he wanted to remind me that we had an 8 a.m. meeting on Monday. I usually get to work at nine.

B: OK . . .

A: So, Monday, I left a whole hour earlier than usual. I figured getting there on time would be a piece of cake.

B: That makes sense. Do you drive?

A: No. I take the bus. The whole commute takes about 45 minutes. And I only have to change buses once. So what could go wrong, right?

B: Uh-oh.

A: Yeah! Well, I'm waiting at the bus stop. And I'm waiting, and waiting, and I'm wondering why the bus is so late. And when the bus finally comes, it's so crowded I can't get on.

B: That's awful. I hate when that happens.

A: Well, it's never happened in all the months I've been taking that bus. My commute is always hassle free.

B: What a pain in the neck.

A: You can say that again. I had to wait another 20 minutes. But the next bus was totally crowded, too. I mean, what are the odds of that?

B: Wow.

A: Anyway, this time I managed to get on. But the ride was awful. I couldn't see my feet. Someone's bag was in my face, and I wasn't sure where my bag was.

B: Well, it was a good thing you left early then.

A: Not really. I still got to work 15 minutes late. But you know what? It was my own fault. If I'd been paying attention to the traffic report, I would have known that construction downtown was going to cause a problem.

B: So that's what happened! You should have called me after you missed the first bus. I could have picked you up and given you a ride!

A: Take my word for it: Next time I have to come in early, I'll take the train. So, what kind of commuting hassles have you experienced?

B: Me? What kind of commuting hassles have I not experienced. Once when I was driving to work, I . . .

Unit 6, Page 61, Lesson 2, Exercise C

N: Create a similar conversation. Keep talking. Say more about why you need help. Explain the possible consequences if you don't get help. Continue the conversation with small talk. Say as much as you can.

A: Excuse me. I wonder if you could do me a favor.

B: Of course. How can I help?

A: Could you give me a hand with this bag?

B: Sure. I'd be glad to. No problem.

A: I'm sorry. It's really heavy. Be careful. Thank you so much. My hotel shuttle is coming in five minutes, and I don't want to miss it.

B: Well, let me help you with these other ones too, then.

A: Oh, I'm OK. That's not necessary.

B: It's no problem. I wouldn't want you to miss that shuttle.

A: I really appreciate your help.

B: First time here?

A: Yes, it is.

B: For business?

A: That's right. But I've always wanted to come for vacation.

B: Well, if you have the time, don't miss a tour of the old city.

A: Unfortunately, I'll be in meetings all weekend. Then I go right back home.

B: I'm sorry! I know you've got to run. But welcome! And good luck with your meetings.

A: Thanks again!

Unit 7, Page 71, Lesson 1, Exercise D

N: Create a similar conversation. Keep talking. Say more about what happened. Speculate about why the person fell for it. Talk about other scams you know about. Say as much as you can.

A: Did you hear what happened to Shira's grandmother?

B: No. What happened?

A: Apparently, she got an email that she'd won a huge cash prize in some kind of lottery.

B: Wow, that's great!

A: But actually she'd never bought a lottery ticket. She never buys those things.

B: Oh, that's . . . that's weird.

A: To tell the truth, I'd be pretty skeptical about an email message like that. And that's not all. Then it said she'd have to give them her phone number so they could call her with the details.

B: And did she?

A: Unfortunately, yes. When she got the call, the guy she spoke with congratulated her for winning the lottery prize. But here's the kicker: He told her he'd need her credit card number first.

B: What for? That'd raise a huge red flag for me.

A: Well the guy explained that he needed to charge her credit card for $1,000 in order to "guarantee" the prize. But he assured her that his company would pay the money back as soon as she accepted the prize.

B: Wait, what? And he still hadn't told her how much money she was supposed to get?

A: Exactly. Luckily, she thought the whole thing sounded way too fishy.

B: Boy, that sure sounds like a scam. You just can't be too careful these days, can you?

A: You can say that again! He was trying to sell her a bill of goods, but she told him she wasn't interested and asked him to take her name off their list. The caller actually apologized and agreed to do that.

B: I would have told the guy off! Thank goodness she was skeptical! Lots of people fall for those scams.

A: Well, she sure didn't. She knows there's no free lunch.

Unit 7, Page 77, Lesson 4, Exercise B

N: With a partner, discuss whether or not you believe in any of the superstitions you wrote about in Talking Points—or if someone you know does. Discuss why people might or might not be superstitious. And keep talking! Explain why you do or don't believe in superstitions. Provide details about someone you know who is superstitious. Speculate about the origins of superstitions. Say as much as you can.

A: So, what did you think about the superstitions in your Talking Points?

B: Well, to tell the truth, I don't really believe in any of them. But I have to admit there's one thing I sometimes do—just because my mom always did it.

A: What's that?

B: OK, listen to this. . . . One person said, "If you're putting salt on something when you're cooking or eating, and some of the salt falls on the floor or the table, . . . that's bad luck."

A: Oh, I've heard that one. So, you're supposed to take some salt and throw it over your shoulder for good luck, right?

B: Exactly. Well, a lot of people still believe that—like my mom.

A: Don't tell me you do that!

B: Well, I'm a little embarrassed to admit it. It's actually kind of a joke. But you know what people say: Better safe than sorry!

A: I see what you mean. I guess it's pretty harmless. But there's one catch . . . you have to clean up the salt! . . . You know, that reminds me of my younger sister. She always wears a lucky charm on her bracelet.

B: So, she really believes that the charm might bring her good luck?

A: Well, she'd never describe herself as superstitious. She'd just call it wishful thinking.

B: It sounds more like a fashion choice.

A: It is. But if she forgets to wear the bracelet, she turns into a worrywart.

B: And what about you? Don't you have anything you do for good luck?

A: Me? No, I'm totally not superstitious. In fact, if someone tells me that doing something is bad luck, I'll do it.

B: I wish I were as courageous as you! I think superstitions are silly, but what if I'm wrong!

A: Well, there's no harm in what you do or what my sister does.

B: Here's another one: "Some people put a horseshoe over the entrance door to their house for good luck."

A: I don't get that one. But I suppose today people just see it as an interesting decoration.

B: Right. . . . So, where do you think superstitions come from?

A: That's a good question. This is what I think: Before scientific discoveries answered so many questions about the world, people must have been pretty scared about a lot of things. And I think superstitions are all about fear.

B: You know in some places, even today, there are people who are afraid a black cat crossing their path will bring them bad luck.

A: Well, now that you mention it, I don't really like it when that happens, either.

B: Hey, are you sure you're not superstitious?

A: OK, maybe just a little. So, here's a superstition someone told me about. If you go . . .

Unit 8, Page 81, Lesson 1, Exercise C

N: Create a similar conversation. Keep talking. Ask more questions to help narrow down the options. Say more about your talents, strengths, and passions. Say as much as you can.

A: So, I understand you've been considering enrolling in a different program next year.

B: I've been thinking about it. If only I could make up my mind. I was hoping maybe you could help me.

A: Of course. Do you have a specific career goal?

B: Not exactly. But I'm pretty interested in engineering . . . and also architecture.

A: That's great. Would you say you're mechanically inclined?

B: Definitely. I guess that's why I've been considering engineering.

A: Sounds like it could be a good fit, then.

B: But I also have a knack for designing things.

A: I see. Which of the two fields do you think you're more passionate about?

B: Good question. My gut feeling would be architecture. I mean, I've always been inspired by beautifully designed buildings. To me, architecture is art.

A: Well, then maybe that would be a better fit than engineering. And you'd certainly use your mechanical ability in that field as well.

B: That makes a lot of sense. It sounds like I couldn't go wrong with architecture.

A: I say go for it. But before you decide, here's another option. I'd suggest you make an appointment with Professor Gill in the engineering department. Ask him about their architectural engineering program. It could be the best of both worlds.

B: Architectural engineering? I've never heard of that.

A: Check it out. You might find that it's the best fit for you.

B: Thanks so much! I'm glad I came to see you.

A: My pleasure. And I'd be happy to talk with you again anytime.

Unit 8, Page 85, Lesson 3, Exercise B

N: In a small group, share your ideas from Talking Points. Explain how you think the activities would boost your child's intelligence. And keep talking! Ask questions. Provide reasons for your ideas. Or support your ideas with examples from your life, your knowledge, or the life of people you know. Agree and disagree. Say as much as you can.

A: So, do you both agree that there are things parents can do to maximize the intellectual potential of their children?

B: I'm not sure. I mean, the experts say you're born with your level of intelligence, right?

C: Some people do say that about IQ. But I think "intellectual potential" means so much more. I think we have the ability to increase intelligence in some way.

A: I agree. After all, that's what education is for, isn't it?

B: Yes, it is. At any age, people improve their intellectual potential through education.

A: Well, my gut feeling is that increasing intelligence can start even before the baby's born. Everyone agrees that it's important for a mother to eat a healthy diet and avoid eating or drinking anything that could be harmful.

B: Why would that be?

C: Hello! Good nutrition is essential for the healthy development of her baby's brain!

B: Duh. Of course!

A: Hey, what about music? Lots of parents seem to believe that music can help younger children develop a higher IQ. What do you think?

C: Listening to music, or playing it?

B: Probably both. I've heard that learning how to play an instrument and read music has a positive effect on math skills.

A: So have I. My niece has been learning to play piano, and my brother says she has shown a lot of improvement in math.

B: That's great! Personally, I think reading to children regularly is one of the most effective ways to boost their intellectual potential. All the experts say that. Don't you think that's true?

A: I definitely do. My parents read to me every night when I was little. And what about video games? Experts seem to disagree about their benefits.

C: Well, my nephew's a teenager—15—and he plays video games all the time. At first, his mom thought it was a waste of time. But she started having second thoughts. Now she thinks they're actually making him smarter.

A: What does his father think?
C: He hasn't made up his mind yet.
B: Maybe video games really do exercise the brain.
A: And if not, then at least they're fun!

Unit 9, Page 93, Lesson 1, Exercise D

N: Create a similar conversation. Keep talking. Provide more reasons why you are for or against a particular technology. Evaluate the pros and cons of other technologies. Express and dismiss concern. Say as much as you can.
A: What do you think about remote surgery?
B: Remote surgery? How's that even possible?
A: Well, the doctor sees the patient on a computer monitor and directs a robot to do the actual surgery at another location.
B: Hmm . . . I don't know. I guess I'd want to know if it's just for the doctor's convenience.
A: Well, I'd say it's actually more for the patient's convenience. There'd be no need to travel to another city or country for surgery just because you didn't have access to a doctor with the expertise you needed.
B: That makes sense.
A: Or if you needed emergency surgery while you were traveling, your own doctor back home could perform it for you right away.
B: And does remote surgery actually improve surgical outcomes?
A: Well, they say it increases safety.
B: Why's that?
A: For one thing, computer technology helps doctors make fewer mistakes.
B: OK. That does sound like an advantage.
A: Also, a robot can make smaller cuts than a human can, so the patient recovers more quickly after surgery.
B: Then in that case, it sounds great. But I have to say, I'm a little skeptical of all this dependence on technology. It's like opening a Pandora's box. What if the robot wasn't programmed properly?
A: What do you mean?
B: It might not happen often, but what if the robot made a mistake and cut the patient in the wrong place? That could be a total disaster, right?
A: Well, here's the thing: The doctor is always in complete control during remote surgery, not the robot. And if something does go wrong, there are always other doctors there with the patient.
B: So I take it you don't have any concerns?
A: Not really.

Unit 9, Page 95, Lesson 2, Exercise B

N: Share your predictions from Talking Points. And keep talking! Ask your classmates questions about their predictions. Or provide reasons for why you think a prediction will or won't come true. Say as much as you can.
A: So, what's one of your predictions for the future?
B: Don't laugh, OK?
A: Why would I laugh?
B: Here it is: My prediction is that by 2050, we'll all be driving flying cars.
A: Flying cars by 2050? Are you serious? I'm sorry . . . I'm not convinced. Sounds like something from science fiction, and pretty far-fetched.
B: Maybe it sounds far-fetched, but I really do think it's possible. For one thing, they're not starting from scratch. Flying cars have already been invented. Do an Internet search and you'll see.
A: I know. You're right. But you're jumping the gun, in my opinion. Aren't there a bunch of things they're going to have to find solutions for first—before flying cars are practical and safe?
B: Of course—like the astronomical price, to begin with. But I think that by 2050, many of the problems we worry about today will have been addressed. And when that happens, I think flying cars could really take off.
A: But what about actually driving—I mean—flying one of those things? I think making cars fly is like opening a can of worms. Not only would flying one in a city be really confusing, but I think it would be a lot more dangerous than driving a conventional car on a road.
B: I see your point. But don't you think most people are fast learners? In my opinion, if conventional cars were replaced by flying cars, people would learn to operate them in no time.
A: You are an optimist!
B: I am. And besides, there's been so much hoopla about self-driving cars lately. Technological advances have made producing them much more than a possibility. They're still testing them for safety, but it would be easy to apply that technology to make flying cars as safe as today's conventional cars.
A: You may be right.
B: So, what about you? What's your prediction?
A: You're going to think I'm being facetious, but I'm really serious. Here's what I think: In 10 years, robots will have been designed to do most of the—
B: Wait . . . what? Did you just say *robots*?
A: Yeah. You mean you don't . . .

Unit 10, Page 103, Lesson 1, Exercise C

N: Create a similar conversation. Keep talking. Describe the crisis in more detail. Say more about how you feel about the situation. Suggest ways to help. Say as much as you can.
A: Can you believe what's been happening in our city government?
B: You mean all those news reports about corruption?
A: Exactly. I say enough is enough!
B: I'm with you there. Nothing ever seems to change. It's all about money.
A: You know, you've hit the nail on the head. But I don't understand why no one seems to be able to do anything about it.

B: That makes two of us. What's with all these politicians these days? No one seems to be willing to buckle down and come up with a plan to stop it.

A: To say nothing about our new mayor. During the elections, there was a lot of hoopla about government corruption, and he promised to work for new legislation, but he hasn't done any of the things that he promised.

B: I know. I voted for him! But you know, I think politicians all just talk a lot. They'll say anything to get your vote. You have to take what they say with a grain of salt.

A: And that's not even the worst of it. What about corruption in the police department? Did you read the article in the *Times* about drug trafficking? Apparently the drug dealers pay the police to look the other way.

B: No wonder street crime's been increasing.

A: It makes you feel pretty hopeless, doesn't it?

B: It does. And there's no end in sight. You know, if they'd put these people in prison, things might begin to change.

A: You mean the politicians, the drug dealers, and the police? I'm not sure I buy that.

B: OK, maybe not all of them. But putting the drug dealers in prison would be a step in the right direction.

A: Maybe.

Unit 10, Page 105, Lesson 2, Exercise B

N: Compare lists from Talking Points. Have the imports had a positive or negative influence in your country? And keep talking! Agree or disagree, providing supporting details. Discuss recent trends from your country. Or describe how imports can or do influence your home culture. Say as much as you can.

A: So, what do you think. Have imports generally had a positive or negative impact here?

B: I think both. But in my opinion, there are more downsides than upsides.

C: For instance . . .

B: Well, for one thing, everyone talks about the positive effect of foreign imports because, they say, consumers have a lot more choices. For example, in addition to buying corn that's produced locally, people can now choose from imported varieties, too.

C: Right. You don't think that's true?

B: To be honest, not completely. We've always had plenty of varieties of local corn to choose from. But imported corn has become more affordable. And now they're saying it's sweeter than our local corn. So, people seem to prefer it.

C: Is that bad?

B: Mmm. Maybe. More and more food stores are selling only the imported corn now. Sounds to me like fewer consumer choices. Right?

C: I see your point.

B: I'm worried that imported corn is having a negative economic impact, too, and might wipe out our local varieties. That could be a disaster for farmers, couldn't it?

A: OK. That may be true, but if we look at imports in general, I think there are mainly upsides. If you walk into any department store, you can see that there are a lot more choices in clothing, appliances, electronics . . .

B: But on the other hand, the more we depend on imports, the more we have to put up with higher prices. Imported products aren't usually cheap.

A: I'm with you there.

B: So, no downsides for either of you?

C: Actually, for me there is one thing . . .

A: What's that?

C: Have you noticed that pop music has the same style all over the world? Why is that?

A: What do you mean?

C: I think there's been a trend in pop music lately. More and more, it seems like no matter what country a performer comes from, the voices, the dancing, the music style, everyone has basically the same sound.

B: I'm not sure that's true. Can you give an example?

C: For example, you know the K-pop group BTS—from Korea? So many of their songs are rap, and rap is 100% imported. It didn't originate in Korea.

A: Well, I like them. Don't you think maybe you're going a bit overboard about this? Music has always been shared around the world.

C: Well, I sometimes think we import a little too much culture, and we're not exporting enough of our own . . .

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Unit 4 Page 34: Portra/E+/Getty Images; 35 (Katie): Miya227/Shutterstock; 35 (Mitchell): Tara Moore/Digital Vision/Getty Images; 35 (Dawn): Flamingo Images/Shutterstock; 35 (Terence): Fizkes/Shutterstock; 35 (Jeremy): Fizkes/Shutterstock; 35 (Audrey): Cookie Studio/Shutterstock; 35 (Mick): Goodluz/ Shutterstock; 35 (Sonia): Morsa Images/Digital Vision/Getty Images; 37: Fizkes/Shutterstock; 38: Benjamin Egerland/Agefotostock/Alamy Stock Photo; 40 (top): Ismagilov/123RF; 40 (center left): Racorn/123RF; 40 (center right): BalanceFormCreative/Shutterstock; 40 (bottom left): PR Image Factory/Shutterstock; 40 (bottom right): Dmytro Sidelnikov/123RF; 41 (man): Tom Wang/Shutterstock; 041 (woman): Nvelichko/Shutterstock; 42 (man): Noriko Cooper/123RF; 42 (flowers): Yuiyuize/123RF; 043 (Jill): Warrengoldswain/123RF; 043 (Josh): Anokato/Shutterstock; 43 (Naomi): Pathdoc/Shutterstock.

Soft Skills Workshop 2 Page 44 (Junko Tabei): Tabei Kikaku Co Ltd/AP/Shutterstock; 44 (King Kong): Everett Collection; 44 (Nikola Tesla): Shawshots Alamy Stock Photo; 44 (meeting): Westend61/Westend61/Getty Images; 45 (interview): Mark Bowden/123RF.

Unit 5 Page 46: Vladimir Vladimirov/E+/Getty Images; 47 (cat): New Africa/Shutterstock; 47 (Mr Bean): ITV/Shutterstock; 47 (cartoon): Betsy Streeter/ Cartoonstock; 47 (man in car in mud): Longjourneys/Shutterstock; 47 (stand up): John Rowley/Photodisc/Getty Images; 49: Fizkes/Shutterstock; 49 (orange) Terry Leung: Terry Leung/Pearson Education Asia Ltd; 49 (orange juice): Alla Ushakova/Shutterstock; 52: Bokan/Shutterstock.

Unit 6 Page 56: Westend61/Getty Images; 58 (woman in car): Antonio Diaz/123RF; 58 (man walking): Prod-akszyn/Shutterstock; 58 (woman texting): Comzeal/123RF; 61 (background): James R. Martin/Shutterstock; 61 (two women): Mangostar/123RF; 62 (luggage carousel background): Anek.soowannaphoom/Shutterstock; 62 (Tom): Antonio Diaz/123RF; 62 (luggage carousel): Anek.soowannaphoom/Shutterstock; 62 (Tom): Antonio Diaz/123RF; 62 (Tom): Antonio Diaz/123RF; 63: CRAFT24/Shutterstock; 64 (man): Olga Yastremska/123RF; 64 (security concept): Jijomathaidesigners/ Shutterstock; 65: Shutterstock.

Soft Skills Work Shop 3 Page 66 (dentist): Sergey Mironov/Shutterstock; 66 (airplane): Kickers/ E+/Getty Images; 66 (students): J.D. Dallet/Agefotostock/ Alamy Stock Photo; 66 (laptop): Cobalt88/Shutterstock; 66 (laptop, man on couch): Selimaksan/ E+/Getty Images; 66 (hotel): Pixelparticle/Shutterstock; 67: Mentatdgt/Shutterstock.

Unit 7 Page 68: MStudioImages/E+/Getty Images; 69 (A): Santiago Marquez/Shutterstock; 69 (B): Elnour/Shutterstock; 69 (C): Mypokcik/Shutterstock; 69 (D): Megan Betteridge/Shutterstock; 69 (E): Mark Grenier/Shutterstock; 69 (G): Til Vogt/Shutterstock; 71: Chuanpis/Shutterstock; 72 (Elliot): Vladimir Gjorgiev/Shutterstock; 72 (Brooke) Jon Barlow: Jon Barlow/Pearson Education Ltd; 73 (spider): Alex Stemmer/Shutterstock; 73 (viewing platform): Sashamol/ Shutterstock; 74 (top): Vanatchanan/123RF; 74 (bottom): Sherry Yates Young/123RF; 06 (woman): Katarzyna Białasiewicz/123RF; 76 (bracelet): Hugh Threlfall/Alamy Stock Photo.

Unit 8 Page 78: Mihailomilovanovic/E+/Getty Images; 79 (office): Marvent/Shutterstock; 79 (hourglass): Motortion Films/Shutterstock; 79 (Do Not Disturb sign): Akemaster/Shutterstock; 79 (student studying): Ashish_wassup6730/Shutterstock; 79 (woman stretching): TORWAISTUDIO/Shutterstock; 80 (George): SB Arts Media/Shutterstock; 80 (Sue Lin): Leungchopan/Shutterstock; 80 (Vivian): Wavebreakmedia/Shutterstock; 80 (Narcisco): Leungchopan/ Shutterstock; 80 (Sophie): Oscarhdez/Shutterstock; 81: Fizkes/123RF; 82 (man studying): Brandon Blinkenberg/Shutterstock; 82 (woman studying): Follow Focus/Shutterstock; 83: Gorodenkoff/Shutterstock; 84 (top): Constantine Pankin/123RF; 85 (reading): Pixelheadphoto digitalskillet/Shutterstock; 85 (guitar lesson): Primagefactory/123RF; 85 (science students): Wavebreakmedia/Shutterstock; 85 (baby at doctor): Tomsickova Tatyana/Shutterstock; 85 (butterfly study): Acik/123RF; 86 (top): Fizkes/Shutterstock; 86 (bottom): Marvent/123RF; 87: Insta_photos/Shutterstock.

Soft Skills Workshop 4 Page 88 (fear of flying): Milkovasa/Shutterstock; 88 (cooking together): Art_Photo/Shutterstock; 88 (volunteers): Wavebreakmedia/ Shutterstock; 89 (students in library): Vitchanan Photography/Shutterstock; 89 (presentation): Mediaphotos/ iStock/Getty Images.

Unit 9 Page 90: Iammotos/Shutterstock; 91 (robot): Miriam Doerr Martin Frommherz/Shutterstock; 91 (flags): Andykazie/123RF; 91 (woman walking): Westend61/Getty Images; 91 (vaccination): Prostock-studio/Shutterstock; 92 (man): Fizkes/Shutterstock; 92 (woman): WAYHOME studio/Shutterstock; 93: Fabrice Lerouge/ONOKY-Photononstop/Alamy Stock Photo; 94 (man top): Fizkes/Shutterstock; 94 (woman top): Fizkes/Shutterstock; 94 (Ken Olsen): Carol Francavilla/AP/Shutterstock; 94 (Mary Barra): M Astar/Sipa/Shutterstock; 95 (Clifford Stoll): Rob Crandall /Alamy Stock Photo; 95 (Jane Goodall): ALESSANDRO DELLA VALLE/EPA-EFE/Shutterstock; 95 (hand scan): Aleksandra Chalova/123RF; 95 (space tourist): Mike_shots/Shutterstock; 95 (monorail): Volodimir Zozulinskyi/Shutterstock; 95 (stressed driver): DimaBerlin/Shutterstock; 96: Jillian Cain Photography/Shutterstock; 97: Boyloso/Shutterstock; 98 (baby nursery): Ben Edwards/ Stockbyte/Getty Images; 98 (college lecture): ESB Professional/Shutterstock.

Unit 10 Page 100 (man left): Prostock-studio/Shutterstock; 100 (man right): Aslysun/Shutterstock; 101 (stop sign): Lester Balajadia/Shutterstock; 101 (girl student): Maroke/Shutterstock; 101 (class instructor): Piranka/E+/Getty Images; 103 (drug trafficking): Macor/123RF; 103 (conflict): Thomas Hengge/Shutterstock; 103 (migration): Ververidis Vasilis/Shutterstock; 103 (drought): Edgar G Biehle/Shutterstock; 103 (street crime): Jacob Lund/Shutterstock; 103 (hunger): StanislauV/Shutterstock; 103 (terrorism): Everett Collection/Shutterstock; 104 (woman): Dabyki.nadya/Shutterstock; 104 (man): Maridav/Shutterstock; 105 (martial arts): Westend61 GmbH/Alamy Stock Photo; 105 (clothing label): JohnKwan/Shutterstock; 105 (tapas illo): DiViArt/Shutterstock; 106 (woman): Antonio Diaz/123RF; 106 (man): AlenD/Shutterstock; 108 (Ever Given ship): Corona Borealis Studio/Shutterstock; 108 (camel train): Rolf_52/Shutterstock; 109: Tirachard Kumtanom/123RF.

Soft Skills Workshop 5 Page 110 (salad): Olena Danileiko/123RF; 110 (teenage boy): Suzanne Tucker/Shutterstock; 110 (street crime): Jacob Lund/Shutterstock; 110 (map): Qvasimodo art/Shutterstock; 111: Rawpixel/123RF.

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