

NEW FRONTIERS

TEACHER'S GUIDE

5

B1⁺

Upper Intermediate

Scope and Sequence

HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
THAT'S ME!  Page 6 1	Hobbies Pastimes Interests Experiences	Present perfect Action verbs vs. Stative verbs	Listen to talks about where someone has been
MY HERO  Page 18 Page 30 Review 1-2 2	Role models Adventure Exploration	Past perfect Adverb sentence starters Past perfect continuous	Listen to people talk about heroic actions
TIME TO CELEBRATE!  Page 32 3	Performances Performers Festivals & celebrations Traditions	Present perfect vs. Past simple Present perfect continuous Phrases to conclude	Listen to people talk about cultural events they have attended
MANAGING YOUR MONEY  Page 44 Page 56 Review 3-4 4	Money Finance Spending Budgeting	Modal verbs of necessity Future perfect & Future perfect continuous	Listen to people ask for and receive advice about money
WHO ARE YOU?  Page 58 5	Personality Qualities Characteristics	Defining relative clauses Non-defining relative clauses	Listen to descriptions of personality types
A HISTORY OF THE FUTURE  Page 70 Page 82 Review 5-6 6	Adverbs Technology Tech jobs	Passive voice tenses Causative passive	Listen to people talk about new technology
EXPLORING ENVIRONMENTAL POLICIES  Page 84 7	Environment Environmental issues Laws	Causative verbs <i>let, make, have</i> Causative verbs <i>get, help</i> Phrasal verbs	Listen to people share their opinions about environmental policies
WHAT WILL YOU BE HAVING?  Page 96 Page 108 Review 7-8 8	Dining Food preferences Cooking	Gerund verbs & Infinitives Making dining requests <i>-ing</i> forms: gerunds, verbs, and adjectives	Listen to people taking and making meal orders
INTO THE JUNGLE  Page 110 9	Wildlife Responsibilities & obligations Conservation	Reported speech: tense changes Indefinite & Definite articles	Listen to talks about wildlife
WELCOME TO NEW FRONTIERS  Page 122 Page 134 Review 9-10 10	Fortune & luck Chances & opportunities Wishes & goals	Mixed conditionals <i>If only / Wish</i> statements & Unreal conditions	Listen to people talk about their wishes

SPEAKING	READING	WRITING	PROJECT
Talk about your experiences	Read about interesting hobbies and pastimes	Write an SNS profile of yourself	K-Drama Director
Describe the qualities of a hero	Read about real-life heroes	Write about a hero you admire	Let's Explore!
Talk about traditional cultural events and celebrations	Read about the history of rock 'n' roll music	Write a review of a play, movie, or concert	Let the Festivities Begin!
Give someone financial advice	Read about students' financial issues	Write a financial plan	Project Manager
Describe your personality	Read about personality tests	Write about people's personalities	Personality Finder
Talk about how technology will change people's lives	Read about failed technologies	Write an argument for or against the use of technology	Automated Solutions
Give your opinion about environmental issues	Read about how environmental issues are being handled	Write your opinion about environmental policies	Policy Maker
Ask questions about a dish, state preferences, and make special requests	Read about preferences and manners in different cultures	Write an email requesting special accommodations	Picky Eaters
Talk about events and situations that impact animals	Read about important issues impacting animals	Write about wildlife conservation	Wildlife Woes
Talk about hypothetical situations	Read about serendipitous events	Write about a lucky experience	Plot Twist

How to Use

QR Codes

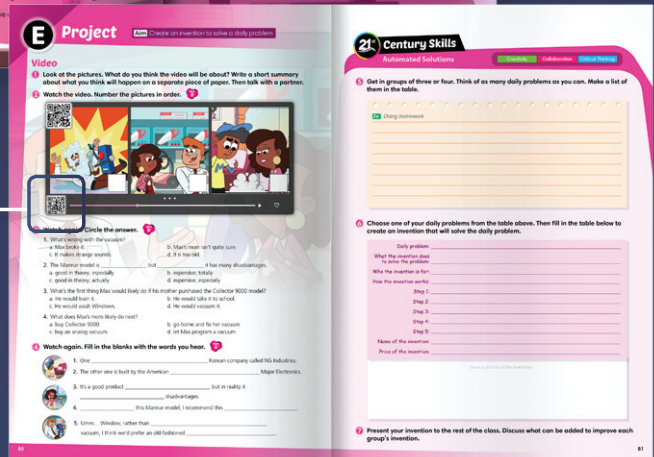
AUDIO

Scan the QR Code at the start of each lesson to get the audio for the unit.



VIDEO

Scan the QR Code on Project Lessons to link to animated shorts.



Comics

Every animated short comes with a companion comic.



Class Booster

Every unit has a digital supplemental unit on the Class Booster platform. Download to enjoy additional activities and fun games.



• Download the comics at <https://www.compasspub.com/newfrontiers5>

Classroom Language



Scan for Audio

1 Listen and number. 00-01

listen	talk with a partner
read	talk with a group
write	look at the board
speak	open your books
answer	close your books
repeat	research
role-play	watch

2 Read the questions.

How do you spell "board"?

Can you repeat that?

Can you say that again more slowly?

How do you say " _____ " in English?

What does "board" mean?

How do you pronounce this word?

I have a question.

What's the answer to number four?



NOTE
Keep an eye out for Notes! They provide extra information and activities.



Answer Key

7. listen
1. talk with a partner
8. read
11. talk with a group
5. write
10. look at the board
3. speak
12. open your books
6. answer
2. close your books
4. repeat
13. research
9. role-play
14. watch

2 Read the questions.

- Read the questions to the students.
- Ask students if they understand the questions.
- Practice again. Ask students if they can ask you some questions.

Classroom Language

Teacher's Note

Classroom Language

Explain to students that this page is there to help them when they need to understand a direction line or need help asking questions.

1 Listen and number. 00-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the number of the word / phrase next to the word / phrase in the book.
- Practice again. Give the classroom commands. Ask students to follow along.
- Ask students if they have any questions.

UNIT 1

THAT'S ME!

This unit will give students the ability to talk about their past experiences, travels, and interests using the present perfect tense and stative verbs. Students will also learn how to make personal profiles for themselves and others.

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

- Lesson A: Read about interesting hobbies and pastimes
- Lesson B: Listen to talks about where someone has been
- Lesson C: Talk about your experiences
- Lesson D: Write an SNS profile of yourself
- Lesson E: Create characters for a drama

Target Skills

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
cache category contribute exploration outdoor pastime recent target	allowed cuisine delicious gather gigantic impressive leisure memorable
Lesson C	Lesson D
amused awkward ignored impressed jealous joyful offended regretful	adore appreciate believe deny doubt imagine interests realize

UNIT 1

THAT'S ME!

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about interesting hobbies and pastimes
- B Listening** Listen to talks about where someone has been
- C Speaking** Talk about your experiences
- D Writing** Write an SNS profile of yourself
- E Project** Create characters for a drama



Look at the photo and answer the questions.

1. What are the people in the picture doing?
2. What kinds of things do you like to do with your friends?
3. How important is your phone to you?
4. Why do you think people enjoy social media?

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Key Grammar

present perfect

The present perfect tense is used to talk about experiences up to the present, to provide a reason for some action or state, and to talk about something which hasn't happened yet but is expected to happen. The present perfect tense construction is **subject + have / has + past participle**.

Examples

I *have traveled* to both China and Russia.

I *have loved* classical music ever since I was a teenager.

John *has been* in his room for five hours!

action verbs vs. stative verbs

Action verbs describe someone or something doing an action, moving, or changing. They are often used in present continuous sentences.

Stative verbs are usually related to thoughts, emotions, relationships, senses, and states of being. They are often used in simple present sentences.

Action Verbs	Stative Verbs
He is <i>preparing</i> lunch.	I <i>feel</i> excited.
He is <i>watching</i> a movie.	She <i>has</i> brown hair.
They are <i>playing</i> tennis.	I <i>understand</i> the text.

Unit 1 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 1 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about free-time activities and social media.

Ex.

Do you prefer spending your free time alone or with friends? Why?

Do you prefer free-time activities you can do alone or with other people? Why?

What is your favorite social media site? Why?

What are the benefits / detriments of social media?

Why?

Lesson A Reading

Aim: Read about interesting hobbies and pastimes

Vocabulary

1 Listen and number. 1-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

6. recent
1. category
5. outdoor
2. pastime
3. exploration
8. target
7. contribute
4. cache

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

1. b
2. f
3. d
4. a
5. e
6. h
7. c
8. g

Pre-reading

3 Look at the different hobbies. Match the hobbies with the best picture. Research online if needed.

- Ask students to look at the pictures.
- Ask students to match each hobby word with the correct picture.
- Tell students to research the hobbies online if needed.
- Check students' answers.

Answer Key

1. calligraphy
2. taekwondo
3. bungee jumping
4. Ikebana (flower arrangement)
5. cliff diving
6. origami

A Reading

Aim Read about interesting hobbies and pastimes

Vocabulary

1 Listen and number. 1-01



2 Match the words with the definitions.

- | | | |
|----------------|---|---|
| 1. recent | • | a. an activity you enjoy doing in your free time |
| 2. category | • | b. happening or beginning a short time ago |
| 3. outdoor | • | c. to give something in order to provide or achieve something |
| 4. pastime | • | d. happening in a place that is outside |
| 5. exploration | • | e. to go around a place you've never been to before |
| 6. target | • | f. a group of people or things that are similar |
| 7. contribute | • | g. a secret supply of something put in a container |
| 8. cache | • | h. an object that is shot at during shooting practice |

Pre-reading

3 Look at the different hobbies. Match the hobbies with the best picture. Research online if needed.

- | | | |
|-------------------|-----------------|---------------------------------|
| 1. calligraphy | 2. origami | 3. Ikebana (flower arrangement) |
| 4. bungee jumping | 5. cliff diving | 6. taekwondo |




NOTE Which of these hobbies would you be interested in trying or learning? What are some interesting hobbies people have in your country? Talk about it as a class.

Teacher's Note

Hobbies

After activity 3, ask students to get into groups of three or four. Tell students to rank the hobbies in activity 3 with 1 being the best and 6 being the worst. Have each group share their ranking with the class. See how many groups had similar / different rankings. Discuss why students ranked the hobbies the way they did as a class. Then ask each group to make a list of their top 10 hobbies. When everyone is done, have each group share their list with the class. See how much overlap there is. See which hobbies are the most popular, least popular, most common, and most unique. If students are having trouble coming up with hobbies, talk about some of the more common hobbies from around the world, such as reading (books / comic books), traveling, fishing / hunting, camping, hiking, crafting, making models, playing video games, writing, making art, playing music, collecting things, gardening, cooking, playing sports, etc.

4 Read the article. Underline the sentences in the present perfect tense.  1-02

UNIQUE HOBBIES

ARCHERY

My name is Mina, and I'm a competitive target archer. I have competed at the professional level for many years now, and I've even won a few tournaments.

Target archery is a very popular sport, and it is particularly popular in my country. You could almost call it a national pastime for Koreans. There are even archery cafés in Korea! This might be why South Korea is known for producing some of the most talented archers in recent years. In fact, South Korean archers grabbed gold medals in all four categories of archery at the 2016 Rio Olympic Games.

The rules of target archery are simple. Archers shoot at a stationary target. Indoor competitions take place at 18m. Outdoor ranges can be from 25m to 90m. Each match is divided by ends which are counted as either three or six arrows. Archers shoot their arrows at a target with ten rings drawn on it. Each ring's value gets higher as it nears the center. After firing all shots, archers add up their scores and the archer with the most points at the end of the competition wins.

GEOCACHING

Hello, I'm Andrew and I have been an active geocacher for more than ten years. Geocaching is an activity for people who love exploration and adventure. It's essentially a giant game that involves using Global Positioning System (GPS) receivers to search for hidden treasures called geocaches. There are all kinds of geocaches. Some are very simple to find and others require the participant to solve puzzles to learn the cache's location. What waits inside each cache is a mystery. Geocaches can contain all sorts of different treasures, such as CDs, books, USBs, and even money. One common item in almost every geocache is a logbook. The logbook is a record of all the participants who have found the cache and contributed to it.

If you're interested in seeing what treasures lie out there, you can try this activity out yourself. Look online for nearby geocaches. There may be some nearby. Find one and then set off on your first geocaching adventure. All you need is a smartphone and a little bit of time to join in the fun.

NOTE
Go online and try to locate a geocache near you. Who do you think placed it there?



Comprehension

5 Circle true or false.

- | | | |
|---|------|-------|
| 1. South Korean archers performed poorly at the Rio Olympics. | true | false |
| 2. Outdoor target archery ranges can be over 90 meters long. | true | false |
| 3. Andrew has been a geocacher since he was ten years old. | true | false |
| 4. Geocaches usually contain a logbook for people to sign. | true | false |
| 5. You can find geocache locations online. | true | false |

6 Answer the questions.

- What are the rules of target archery?

- What are some things that can be found inside of a geocache?

- What equipment do you need to search for geocaches?

7 Talk with a partner.

- What are some unique hobbies?
- What is the most unique activity or hobby you've ever tried? What was fun or not fun about it?
- What are some common pastimes in your country?



Comprehension

5 Circle true or false.

- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- false
- false
- false
- true
- true

6 Answer the questions.

- Ask students to read the questions.
- Ask students to write each answer on the line using a complete sentence.
- Check students' answers.

Answer Key

Possible Answers

- Archers shoot at a stationary target with 10 rings drawn on it. Each ring has a different value.
- Geocaches commonly contain logbooks and sometimes CDs, books, USB drives, and even money.
- All you need is a smartphone.

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

4 Read the article. Underline the sentences in the present perfect tense.  1-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.
- Ask students to underline all the sentences in the present perfect.
- Check students' answers.

Answer Key

ARCHERY

My name is Mina, and I'm a competitive target archer. I have competed at the professional level for many years now, and I've even won a few tournaments.

Target archery is a very popular sport, and it is particularly popular in my country. You could almost call it a national pastime for Koreans. There are even archery cafés in Korea! This might be why South Korea is known for producing some of the most talented archers in recent years. In fact, South Korean archers grabbed gold medals in all four categories of archery at the 2016 Rio Olympic Games.

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GEOCACHING

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If you're interested in seeing what treasures lie out there, you can try this activity out yourself. Look online for nearby geocaches. There may be some nearby. Find one and then set off on your first geocaching adventure. All you need is a smartphone and a little bit of time to join in the fun.

perform well in at the Olympics!



Extra Practice New Hobbies

Tell students to work in groups of three or four. Ask students to invent a new hobby focused around a new sport, game, or outdoor activity. Tell students to create something that hasn't been discussed in class yet. Check on the groups' work to make sure they're doing it properly. After every group is finished, ask each group to share their new hobbies with the class. Vote on which hobby is the most interesting. Remember to ask follow-up questions and give feedback.

Lesson B Listening

Aim: Listen to talks about where someone has been

Vocabulary

1 Listen and number. 1-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

4. impressive
6. allowed
7. delicious
8. cuisine
2. gather
5. memorable
3. leisure
1. gigantic

- Practice again. Point at different pictures and ask students to say the words.

2 Circle the words that match the definitions.

- Ask students to read the definitions.
- Ask students to circle the vocabulary word that matches each definition.
- Check students' answers.

Answer Key

1. b 2. a 3. c 4. c 5. c

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different places, activities, and traditions.

4 Listen and circle the answers. 1-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. d 2. c 3. b

B Listening

Aim Listen to talks about where someone has been

Vocabulary

1 Listen and number. 1-03



2 Circle the words that match the definitions.

- a style of cooking
a. memorable b. cuisine c. leisure
- extremely big
a. gigantic b. gather c. leisure
- having a very good taste or smell
a. impressive b. memorable c. delicious
- the time when you're not working
a. memorable b. gigantic c. leisure
- to join other people somewhere to make a group
a. consider b. manage c. gather

Focus

3 Talk with a partner.

What **countries** have you been to?

I have been to **many countries**. I have been to the **United States, Mexico, and Brazil**.

What's the most **interesting** thing you've seen or done **while abroad**?

I have seen **Times Square in the United States**. I have been **surfing in Brazil**.

What are some **interesting** traditions from your country?

When you or a friend buy new shoes, someone will step on them to bring you luck.

4 Listen and circle the answers. 1-04

1. Stephanie

What has Stephanie NOT done?

- been to Japan
- been to Spain
- been to America
- been to Mexico

2. Yoon-Ji

What is **pyebaek**?

- a tradition in Singapore
- a delicious Korean snack
- a wedding activity
- a leisure activity

3. Mario

What does Mario like about Italy?

- the cars
- the food
- the statues
- the coffee

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Extra Practice Present Perfect Practice

Have students practice asking questions and giving answers using the present perfect. Ask students to talk about places they've visited using the patterns below.

"Have you ever traveled abroad?" / "Yes, I have." / "No, I haven't."
 "Where have you visited / traveled to?" / "I've visited / traveled to (place)."

Ex.

Have you ever traveled abroad? / Yes, I have.
 Where have you visited? / I've visited the Grand Canyon.

Grammar

5 Look at the table.

NOTE

Remember, we use the past simple for past events or actions which have no connection to the present. We use the present perfect for finished actions when they have a connection to the present.

Present Perfect

The present perfect tense is used to talk about experience up to the present, to provide a reason for some action or state, and to talk about something which hasn't happened yet but is expected to happen. The present perfect tense construction is **subject + have / has + past participle**.

6 Fill in the blanks with the correct verb tense of the given words.

My name is Anna, and I'm currently a backpacker. I've always 1. _____ (want) to travel through Europe, and now I'm finally here.

I 2. _____ (start) my trip in London. I 3. _____ (love) British culture ever since I was a child thanks to the show *Doctor Who*. So, I am so excited to be here.

The first place I plan to 4. _____ (visit) is Westminster Abbey. This church 5. _____ (be) around for over 900 years, and it is still 6. _____ (use) to this day. Seventeen royal weddings 7. _____ (hold) at this historic church, including the wedding between Prince William and Catherine Middleton in 2011.

Listen Up

7 Listen and read the statements. Match the celebrations with the speakers. 1-05



1. Allie



2. Benjamin



a. New Year's Eve



b. Nyepi



3. Rachel



4. Harrington



c. Yi Peng



d. La Tomatina

8 Listen again. Fill in the blanks with the words you hear. 1-05

1. Allie: I've _____ to many countries. _____ most of Europe and Latin America. I've _____ of things while traveling, but this was unreal.

2. Benjamin: I _____ traveling. I _____ at least _____ different countries. So far, my favorite trip _____ to _____. It's a sight to see, and one of the most _____ moments _____.

3. Rachel: I _____ to _____ foreign countries, but I've been all over _____. The people in Rio _____ a good celebration. So, on New Year's Eve they _____ stops!

4. Harrington: I _____ almost every year _____. I was 12. You probably _____ of it. It's called _____. This holiday doesn't have ancient _____ attached to it. It began in 1945.

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

6 Fill in the blanks with the correct verb tense of the given words.

- Ask students to read the sentences.
- Ask students to write the correct form of the given verb in each blank.
- Check students' answers.

Answer Key

- wanted
- started
- have loved
- visit
- has been
- used
- have been held

Listen Up

7 Listen and match the celebrations with the speakers. 1-05

- Listen to the audio.
- Ask students to write the letter of each event next to the correct speaker.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- b
- c
- a
- d

8 Listen again. Fill in the blanks with the words you hear. 1-05

- Listen to the audio.
- Ask students to fill in the blanks with the words they hear.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- been, I've seen, seen a lot
- have always loved, have been to, 10, has been, Thailand, memorable, of my life
- haven't been, any, Brazil, have always loved, pull out all the
- have gone, since, have heard, La Tomatina, traditions

Teacher's Note

Irregular Verbs and Past Participles

Remind students that many past participles of regular verbs are spelled the same as their past tense forms, such as *look* → *looked*. However, the past participles of irregular verbs are formed differently. Below is a list of irregular verbs and their past participles.

be - been	become - become	begin - begun
bite - bitten	blow - blown	break - broken
choose - chosen	come - come	do - done
draw - drawn	drink - drunk	drive - driven
eat - eaten	fall - fallen	fly - flown
forget - forgotten	forgive - forgiven	freeze - frozen
get - gotten	give - given	go - gone
grow - grown	hide - hidden	know - known
ride - ridden	ring - rung	rise - risen
run - run	see - seen	shake - shaken
sing - sung	steal - stolen	swim - swum
take - taken	tear - torn	throw - thrown
wear - worn	withdraw - withdrawn	write - written

Aim: Talk about your experiences

Vocabulary

1 Listen and number. 1-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- jealous
- regretful
- impressed
- offended
- awkward
- joyful
- amused
- ignored

- Practice again. Point at different pictures and ask students to say the words.

2 Listen and answer the questions. 1-07

- Listen to the audio.
- Ask students to circle the best word to answer each question.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- b
- b
- a
- d
- c

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different feelings and ideas.

4 Listen and circle the best response. 1-08

- Listen to the audio.
- Ask students to circle the best responses.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- d
- a
- a
- b

C Speaking

Aim: Talk about your experiences

Vocabulary

1 Listen and number. 1-06



2 Listen and answer the questions. 1-07

- How does the woman feel? a. jealous b. regretful c. impressed d. ignored
- How does the man feel? a. awkward b. impressed c. regretful d. amused
- How does the woman feel? a. amused b. ignored c. offended d. awkward
- How does the man feel? a. joyful b. amused c. regretful d. ignored
- How does the woman feel? a. impressed b. joyful c. awkward d. jealous

Focus

3 Talk with a partner.



4 Listen and circle the best response. 1-08

- a. b. c. d.
- a. b. c. d.
- a. b. c. d.
- a. b. c. d.

5 Complete the sentences to make statements that are true for you.

- I feel jealous when _____.
- I feel joyful when _____.
- I don't feel amused when _____.
- I don't feel impressed by _____.

NOTE There are a lot of different emotions. Think about some others and talk about when you have felt those emotions most often.



5 Complete the sentences to make statements that are true for you.

- Ask students to read the sentence prompts.
- Ask students to complete each sentence with information that is true for them.
- Check students' answers.

Answer Key

Possible Answers:

- I feel jealous when my friends have new shoes.
- I feel joyful when I play video games.
- I don't feel amused when the teacher calls on me.
- I don't feel impressed by expensive things.

Teacher's Note

More on Showing Personal Experience

Explain to students other expressions used to introduce personal experiences, such as *when I was younger*, *when I was in elementary / middle school*, *a long time ago*, *last year / summer / winter*, *when I used to live in (place)*, and so on.





Expressions

Showing personal experience

6 Look at the table.

Phrase	Example
In my experience,	<i>In my experience</i> , you shouldn't say that or you'll offend someone.
I remember when...	<i>I remember when</i> I felt jealous of my brother.
What happened was,	<i>What happened was</i> , my brother said something rude and upset my friend.
At the time,	<i>At the time</i> , my friend didn't respond, but he felt very awkward.
One time, (when)	<i>One time</i> , I forgot to thank my mom on Mother's Day and felt really regretful about it.

7 Talk with a partner. Complete the statements below. Use the expressions to give details.

 jealous In my experience, people feel jealous when...	 disgusted One time, I felt disgusted because...	 angry At the time, I was angry because...	 impressed I remember when I was impressed by...	 awkward I felt awkward once. What happened was...
--	--	--	--	--

8 Read. Circle the words that describe Antoine's emotions. Then answer the questions.

My name is Antoine. I'm from Texas. Well, I was from Texas. Now, I'm living in South Korea. I've lived here for three years now. I'd like to talk about my experience so far.

At first, I wasn't impressed. What happened was, I felt overwhelmed by the number of people. Also, nobody seemed to care about the people around them. I felt like I was all alone. Also, I often felt awkward. There are a lot of traditions in Korea, and I didn't know any at first. I remember when I first got here, I wore my shoes indoors. One time, I tried to tip someone at a restaurant and he was offended. Now, I feel more comfortable. In fact, I love it here. Every day, I learn something new about this wonderful country.

- How did Antoine feel about Korea at first? _____
- What made Antoine feel awkward? _____
- Why was someone offended by Antoine? _____
- How does Antoine feel about Korea now? _____

Speak Up

9 Talk with a partner. Ask if they have ever experienced any of the given situations. Add more experiences to the list and ask your partner about them.

Experiences	Example
Moved to a new city	Ex. Yes. I remember when I moved here. I felt really lonely and awkward at school.
Offended someone by mistake	
Ate something strange	
Forgot an important event	
Traveled abroad	

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Expressions

Showing personal experience

6 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.

7 Talk with a partner. Complete the statements below. Use the expressions to give details.

- Tell students to find a partner.
- Ask students to read the prompts.
- Ask students to take turns making statements using the prompts and information that is true for them.
- Tell students to use the expressions in activity 6 and to ask follow-up questions.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

8 Read. Circle the words that describe Antoine's emotions. Then answer the questions.

- Ask students to read the passage.
- Ask students to circle the words that describe Antoine's emotions.
- Ask students to answer the questions in full sentences.
- Check students' answers.

Answer Key

My name is Antoine. I'm from Texas. Well, I was from Texas. Now, I'm living in South Korea. I've lived here for three years now. I'd like to talk about my experience so far.



At first, I **wasn't impressed**. What happened was, I **felt overwhelmed** by the number of people. Also, nobody seemed to care about the people around them. I **felt like I was all alone**. Also, I often **felt awkward**. There are a lot of traditions in Korea, and I didn't know any at first. I remember when I first got here, I wore my shoes indoors. One time, I tried to tip someone at a restaurant and he was offended. Now, I **feel more comfortable**. In fact, I **love** it here. Every day, I learn something new about this wonderful country.

- He was not impressed with Korea at first.
- A lot of Korean traditions which Antoine didn't know made him feel awkward.
- Someone was offended because Antoine tried to tip someone at a restaurant.
- He feels more comfortable, and he loves it here.

Speak Up

9 Talk with a partner. Ask if they have ever experienced any of the given situations. Add more experiences to the list and ask your partner about them.

- Tell students to find a partner.
- Ask students to look at the table.
- Ask students to take turns with their partner asking and answering if they have ever had any of the experiences listed in the table.
- Ask students to each write three more experiences.
- Ask students to take turns asking and answering questions about these experiences.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice More Present Perfect Practice

Ask students to look at the questions on various topics below. Then tell them to walk around and ask four different students questions on a different topic. Have students record the answers on a separate sheet of paper. When everyone is done, have some students talk about their topics and answers with the class. Remember to ask follow-up questions and give feedback.

Have you ever been abroad? Where have you been? Which country would you like to visit and why?	Have you ever ridden a horse? An elephant? A camel? A motorbike? Anything else? Talk about it.	Have you traveled by plane or ship? Which do you prefer? Explain.
Have you ever seen a ghost? Do you believe in ghosts? Talk about it.	Have you ever bought a lottery ticket? Have you ever won anything?	Have you ever visited a fortune teller? Talk about it.
Have you ever been camping? Where did you go? Did you like it? Talk about it.	Have you ever cheated on an exam? How did you do it? Talk about it.	Have you ever been to an amusement park? What were your favorite rides? Talk about it.
Have you ever broken a bone or been in the hospital? Talk about it.	Have you ever done anything that you really regretted? What was it?	Have you ever been to the zoo? Which animals did you like most? Explain why.

Lesson D Writing

Aim: Write an SNS profile of yourself

Vocabulary

1 Listen and number. 1-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

3. realize
2. doubt
7. believe
8. deny
4. imagine
6. interests
5. appreciate
1. adore

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. d | 2. a |
| 3. h | 4. e |
| 5. b | 6. g |
| 7. c | 8. f |

Grammar

3 Look at the table. Read the conversation. Circle the stative verbs and draw a square around the action verbs.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.
- Ask students to look at the picture and read the conversation.
- Ask students to circle the stative verbs and draw a square around the action verbs.
- Check students' answers.

Answer Key

Stative verbs: love, get, let, believe, stop
Action verbs: sing, paying, playing

D Writing

Aim Write an SNS profile of yourself

Vocabulary

1 Listen and number. 1-09



2 Match the words with the definitions.

- | | |
|-----------------|---|
| 1. realize • | • a. to have feelings of not being certain about something |
| 2. doubt • | • b. to create an idea in your mind |
| 3. believe • | • c. to feel grateful to someone or something |
| 4. deny • | • d. to notice or understand something you didn't before |
| 5. imagine • | • e. to say that something is not true or refuse to give permission |
| 6. interests • | • f. to love someone or something and have a good opinion of them or it |
| 7. appreciate • | • g. things you enjoy doing, studying, playing, or experiencing |
| 8. adore • | • h. to think that something is true |

Grammar

3 Look at the table. Read the conversation. Circle the stative verbs and draw a square around the action verbs.

Action verbs	Stative verbs
Action verbs describe someone or something doing an action, moving, or changing. They are often used in present continuous sentences. Ex. She is playing soccer. She is eating soup. They are watching TV.	Stative verbs are usually related to thoughts, emotions, relationships, senses, and states of being. They are often used in simple present sentences. Ex. He feels sick today. He has a headache. I heard the music. I believe we should move on.



14

Teacher's Note

More on Stative Verbs

Explain other common stative verbs to students. Make sure they understand when and how to use them. Below is a list of common stative verbs.

like	know	belong
love	realize	fit
hate	suppose	contain
want	mean	consist
need	understand	seem
prefer	believe	depend
agree	remember	matter
mind	recognize	see
own	appear	look (= seem)
sound	taste	smell
hear	astonish	deny
disagree	please	impress
satisfy	promise	surprise
doubt	think (= have an opinion)	feel (= have an opinion)
wish	imagine	concern
dislike	be	have
deserve	involve	include
lack	measure (= have length, etc.)	possess
owe	weigh (= have weight)	

4 Read and circle the stative verbs in the SNS profile.

NOTE
In the US, a student who is in the 10th year of school is called a sophomore.

NAME: Alexis Mallory
AGE: 17
SCHOOL: Blackwater Girls' High School
CLASS OF: 2021
LIVES IN: Blackwater

ABOUT
Blackwater High School
Bonjour! My name is Alexis, and I'm a sophomore at Blackwater Girls' High School. Go Mallards! I am currently a member of the school's orchestra and gymnastics team. Right now, I'm working hard to prepare for senior year and college. I hope to get into an Ivy League school and study business or go to RISD to study the arts.

INTERESTS
I have many interests. But, I can't deny that gymnastics is a really important one! I love the challenge of it. I've been doing it since I was 12. I've also been playing the violin since I was 8. I doubt I could live without the two. They're such a huge part of my life.

SPORTS
Gymnastics! I also love winter sports like snowboarding. I've ridden in many places around the world: Nagano, Banff, Mammoth, and Davos. I believe I had the most fun in Banff or Nagano.

MUSIC
I think I usually listen to classical music because I play the violin. However, I also really appreciate other kinds of music such as jazz, rock 'n' roll, and pop. I adore the idol group BTS.

5 Answer the questions in complete sentences.

1. What are Alexis's interests? _____
2. What are Alexis's future plans? _____
3. Where are some of the places Alexis has been? _____
4. How long has Alexis been playing the violin? _____
5. How does Alexis feel about her interests? _____

6 Talk with a partner.

1. What interests would you like to share with the class?
2. What do you think of social media and people putting personal information online?
3. How would the world be different without social media?

Writing

7 Fill out your own SNS profile on p. 143. Include five different stative verbs in your profile. Draw pictures or add pictures to the profile.

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4 Read and circle the stative verbs in the SNS profile.

- Ask students to read the SNS profile.
- Ask students to circle the stative verbs in the profile.
- Check students' answers.

Answer Key

Bonjour! My name is Alexis, and I'm a sophomore at Blackwater Girls' High School: Go Mallards! I am currently a member of the school's orchestra and gymnastics team. Right now, I'm working hard to prepare for senior year and college. I **hope** to get into an Ivy League school and study business or go to RISD to study the arts.

I **have** many interests. But, I can't **deny** that gymnastics is a really important one! I **love** the challenge of it. I've been doing it since I was 12. I've also been playing the violin since I was 8. I **doubt** I could live without the two. They're such a huge part of my life.

Gymnastics! I also **love** winter sports like snowboarding. I've ridden in many places around the world: Nagano, Banff, Mammoth, and Davos. I **believe** I **had** the most fun in Banff or Nagano.

I **think** I usually listen to classical music because I play the violin. However, I also really **appreciate** other kinds of music such as jazz, rock 'n' roll, and pop. I **adore** the idol group BTS.

5 Answer the questions in complete sentences.

- Ask students to read the questions.
- Ask students to write each answer in a complete sentence.
- Check students' answers.

Answer Key

Possible Answers

1. She's interested in gymnastics, the violin, and winter sports.
2. She hopes to go to college to study business or the arts.
3. Alexis has been to Nagano, Banff, Mammoth, and Davos.
4. She's been playing it since she was eight.
5. Alexis loves her interests.

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Writing

7 Fill out your own SNS profile on p. 143. Include five different stative verbs in your profile. Draw pictures or add pictures to the profile.

- Ask students to fill out the SNS profile on page 143.
- Tell students to use five different stative verbs in their profiles.
- Tell students to include drawings or other pictures in their profiles.
- Check students' profiles to make sure they're doing them properly.
- Ask some students to share their profiles with the class.
- Give feedback.

Extra Practice Posting on SNS

After activity 7, have each student give their profile to the student on their right. Then tell each student to read the new profile and write a creative SNS post on the back of it. After everyone is done, have each student pass the new profile they have to the student on their right again. Then tell each student to write another SNS post on the back of the new profile. Tell students to write a post related to the one that was just completed or make something entirely new. Repeat this process one or two more times. Then have each student return the profiles they now have to the original writer. Ask some students to share their SNS posts with the class. Remember to ask follow-up questions and give feedback.

Lesson E Project

Aim: Create characters for a drama

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 1 video.

2 Watch the video. Number the pictures in order.

- Play the video for the students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right

2, 3, 1

3 Watch again. Circle the words you hear.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. pastimes
2. delicious
3. impressive
4. amused
5. exploration

4 Watch again. Circle the answers.

- Ask students to read the sentences and questions.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. b
2. a
3. d
4. a
5. b

E Project

Aim Create characters for a drama

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- 2 Watch the video. Number the pictures in order.



3 Watch again. Circle the words you hear.

1. What are your pastimes / hobbies / contributions?
2. I've cooked a cuisine / delicious / memorable meal.
3. I've made a(n) memorable / impressive / gigantic cake at a cooking contest.
4. I was really angry / awkward / amused that day, Daisy.
5. We love pastimes / exploration / traveling.

4 Watch again. Circle the answers.

1. Collector and Daisy are talking about _____ events.
 - a. pastime
 - b. memorable
 - c. amusing
 - d. leisure
2. When Ella says, "That cake made the judges sick," Daisy feels:
 - a. awkward
 - b. jealous
 - c. disgusted
 - d. angry
3. Which of these is NOT one of Collector's pastimes?
 - a. cooking a meal
 - b. playing basketball
 - c. volunteering
 - d. origami
4. Mario does not _____ that Collector and Daisy went to Japan.
 - a. believe
 - b. contribute
 - c. deny
 - d. realize
5. Why don't Mario and Ella believe that Collector and Daisy have been to Japan?
 - a. because they aren't programmed to explore
 - b. because they haven't taken them to Japan
 - c. because they often lie about things
 - d. because they don't speak Japanese

5 Look at the photos from the comic. On a separate piece of paper, write 1-2 statements describing what is happening in each panel and how the character(s) felt in each moment.



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5 Look at the pictures from the comic. On a separate piece of paper, write 1-2 statements describing what is happening in each panel and how the character(s) felt in each moment.

- Ask students to look at the pictures.
- Ask students to write one or two sentences that describe the picture and, where possible, how the character(s) felt.
- Tell students to write their sentences on a separate sheet of paper.
- Check students' sentences to make sure they're writing correctly.
- Ask some students to share their sentences with the class.
- Give feedback.

Answer Key

Possible Answers

1. Ella's going to put the robots away. Mario seems suspicious of the robots.
2. Mario told Collector not to lie. He looks shocked that Collector would lie.
3. Daisy is thinking about different things she has done.
4. Collector and Daisy are introducing themselves.

6 Read the characters' profiles and backstories.

Woong-Shin High School TOP STUDENTS



Name: Hye-Jin Kim (Angela)

Age: 18

Background:

Hye-Jin was born in the United States to South Korean parents. Hye-Jin moved back to Korea at the start of high school. She's from a wealthy family and has traveled all over the world. She is well educated and has attended schools in many different countries. She's currently the top student in her class and intends to keep it that way. She plans to graduate and attend a top university where she'll study to be a doctor or lawyer.

Interests:

school, piano, foreign languages, ballet, cello

Clubs & Activities:

volunteer club member, student body member, after-school tutor

Personality: (MAKE YOUR OWN)



Name: Min-Ho Park (Chris)

Age: 17

Background:

Min-Ho was born in South Korea. His father is a British expat living in South Korea. His mother is a teacher. Min-Ho is from a middle-class family. He has only ever been to the United Kingdom. He's received his entire education in Korea. He attends several after-school academies and is ranked second in his class. He hopes to become the top student in his class. He plans to graduate and attend university to study engineering. His goal is to design cars in the future.

Interests:

cars, electronics, British television, guitar, music

Clubs & Activities:

not a part of any clubs, attends after-school academies, works part-time at a family restaurant

Personality: (MAKE YOUR OWN)

7 Write a screenplay for a K-drama using the two characters. Follow the steps to organize your play.

- STEP 1: Choose a genre** Decide if your drama is a comedy, tragedy, romance, etc.
- STEP 2: Write a script** Get your team together and write an amazing script.
- STEP 3: Decide roles** Choose your male / female lead, extras, director, SFX technicians, etc.
- STEP 4: Table reading** Get your actors and practice by reading your script and getting the tone.
- STEP 5: Rehearsal** Practice acting out your script in front of the class and get feedback.
- STEP 6: Film** Get out your cameras and film your drama!

21st Century Skills

6 Read the characters' profiles and backstories.

- Ask students to read the profiles.
- Ask students to write the personality section for each character.
- Tell students to write in the book or on a separate sheet of paper.
- Check students' work to make sure they're writing correctly.
- Give feedback.

7 Write a screenplay for a K-drama using the two characters. Follow the steps to organize your play.

- Ask students to write a screenplay for a K-drama with the characters in activity 6.
- Tell students to follow the steps to write their screenplays.
- Tell students to write their screenplays on a separate sheet of paper.
- Ask students to practice and act out their screenplays.
- Ask students to film themselves if possible.
- Check students' screenplays to make sure they're doing them properly.
- Ask each group to present their screenplays to the class.
- Give feedback.

Teacher's Note

Short Story Alternative

Depending on the class and its energy level, consider turning activity 7 into a short story rather than a screenplay. Ask students to write a short story about the characters in activity 6. Tell students to follow the relevant steps in activity 7 when writing their short stories. When everyone is done writing, ask some students to present their short stories to the class. Remember to ask follow-up questions and give feedback.

Extra Practice Group Drama

After activity 7, have students get into groups of three or four. Ask students to come up with as many characters as there are people in their groups. Tell students to be creative with the characters they make. Tell students to make character profiles similar to the ones in activity 6. Ask students to draw pictures of their characters. Tell students to write about and draw their characters on one separate sheet of paper. When everyone is done, have each group swap characters with another group. Then ask students to create a screenplay for the new characters they have. Tell students to follow the steps in activity 7 to come up with their screenplays. Ask students to practice their screenplays and act them out. Tell students to film themselves if possible. When every group is done working, ask each group to present their screenplay to the class. Remember to give feedback.

UNIT 2

MY HERO

This unit will give students the ability to talk about emergencies, things they've witnessed, heroes, and explorers using the past perfect and past perfect continuous tenses.

Scan the QR code to download the Unit 2 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 2 AIMS

- Lesson A: Listen to people talk about heroic actions
- Lesson B: Describe the qualities of a hero
- Lesson C: Read about real-life heroes
- Lesson D: Write about a hero you admire
- Lesson E: Create a comic about a famous explorer

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
bystander exhausted extraordinary hero / heroine hopeless pedestrian rescue stare	courageous lively mysterious powerful selfish / unselfish sociable thoughtful well-known
Lesson C	Lesson D
disturb grateful immediately in the end keep on lack matter on purpose	ancient astronaut background carry on expedition explorer give up prepared

UNIT 2

MY HERO

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about heroic actions
- B Speaking** Describe the qualities of a hero
- C Reading** Read about real-life heroes
- D Writing** Write about a hero you admire
- E Project** Create a comic about a famous explorer

18



Look at the photo and answer the questions.

1. What is happening in the picture?
2. How could you help the people in the picture?
3. Have you ever helped someone in an emergency situation? What happened?
4. Has someone ever helped you in an emergency situation? What happened?

19

Key Grammar

past perfect

The past perfect is formed using **had + past participle**. We use it to talk about an action that happened before another action in the past. When talking about past actions using *before* and *after*, past simple and past perfect often have the same meaning.

Usages	Examples
Describing an action that was completed before another action or time in the past.	They <i>had been</i> stuck on the mountain for six hours before the helicopter came. Reese <i>had</i> just <i>arrived</i> home when she heard the news.
Describing a past action using <i>before</i> and <i>after</i> . The past simple and past perfect have the same meaning in these examples.	It stopped raining after I <i>had bought</i> an umbrella. It stopped raining after I <i>bought</i> an umbrella.

past perfect continuous

Past perfect continuous tense describes an action that was in progress before another activity or time in the past. We often use the past perfect continuous with *because* to talk about the cause of something in the past.

The form of the past perfect continuous is **had been + verb + -ing**.

We often use the adverbs *for*, *since*, *before*, and *when* before introducing the second action.

Usages	Examples
to talk about an action in progress before another action in the past	He <i>had been climbing</i> for two hours when he finally reached the top. They <i>had been warning</i> hikers about the danger since early 2018.
to describe the reason for something in the past	Joni's hair was wet because she <i>had been swimming</i> . Johan's face was red because he <i>had been crying</i> .

Unit 2 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 2 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about emergency situations.

Ex.

What are some common emergency situations you have faced?
Describe an emergency situation that you have seen. What happened in the end?
How do you think you would react in an emergency situation? Why?

Lesson A Listening

Aim: Listen to people talk about heroic actions

Vocabulary

1 Listen and number. 2-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

5. rescue
4. hero / heroine
7. bystander
1. stare
3. exhausted
8. extraordinary
6. hopeless
2. pedestrian

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

- | | |
|------------------|----------------|
| 1. hopeless | 2. pedestrians |
| 3. extraordinary | 4. stare |
| 5. rescue | 6. hero |
| 7. exhausted | 8. bystanders |

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different emergencies and other situations.

4 Listen and circle the answers. 2-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. a 2. c 3. c

A Listening

Aim Listen to people talk about heroic actions

Vocabulary

1 Listen and number. 2-01



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. The situation is not _____. You just have to try harder.
2. When you drive a car, you always have to watch out for _____.
3. Nasim is a(n) _____ woman because she works 70 hours a week and still takes care of her family.
4. Stop looking at that person. It's impolite to _____ at people.
5. The firefighters came to _____ the people from the burning building.
6. That man is a(n) _____. He just saved those people from that car accident.
7. Everyone was _____ after the 15 kilometer hike.
8. That woman needs help, but none of the _____ are helping her.

Focus

3 Talk with a partner.

The police officer came to my house after I had called 911.

After the hero had helped her, the old lady thanked him.

The pedestrian had seen the car accident before he crossed the street.

Before I could react, the man had climbed up the tree to rescue the cat.

I had just come home when I saw the extraordinary news on TV.

When Miguel saw the boy, he had just been saved from the river.

4 Listen and circle the answers. 2-02



1. What happened after the water ran out?
 - a. Putting out the fire became hopeless.
 - b. The fire was brought under control.
 - c. The fire was put out.



2. What had the man seen before he arrived home yesterday?
 - a. a car accident happening
 - b. a car with an extraordinary man inside
 - c. a man rescuing people from a car accident



3. What had some bystanders done by the time help arrived?
 - a. pulled some whales out of the water
 - b. put some whales into the water
 - c. put water on the whales

NOTE

The past perfect and past simple can often both be used with *before* and *after*. For example, the following two sentences both have the same meaning.
The police officer came after I had called 911.
The police officer came after I called 911.

Teacher's Note

Emergency Situations

Tell students to get into groups of three to four. Ask each group to make a list of 10 emergency situations. When they are done, ask each group to tell you their emergency situations. Write the situations on the board. Ask students if they know what they are. Explain the situations that they might not know. See how much overlap there is between lists. Finally, describe other emergency situations to students. Make sure they understand what these situations entail. Below is a list of some emergency situations.

- Car / Bicycle accidents
- Serious illness / injury
- Natural disasters
- Animals injured / stranded
- Medical epidemics
- Loss / Theft of valuable or important items
- Serious crime

Grammar

5 Look at the table.

Past Perfect Tense (had + Past Participle)		
Infinitive	Past Perfect Tense	Negative
go	had gone	had not gone
see	had seen	had not seen
rescue	had rescued	had not rescued
Uses		
Describe an action that was completed before another action or time in the past.	Veronica <i>had waited</i> for an hour before the plane arrived. Maria and Ben <i>had just finished</i> their homework when Dan called.	
Ask a question about an action that was completed before another action in the past.	<i>Had Antonio fed</i> the animals before the pet shop closed? <i>Had the police gone</i> to their house after they called 911?	

6 Fill in the blanks with the past perfect tense of the given word.

- The boys _____ (already call) the police when the other bystanders took out their phones.
- By the time Ramona reached the gym, Jeremy _____ (finish) his workout.
- _____ Oscar _____ (be) busy when the woman asked him for help?
- _____ the hero _____ (rescue) all of the people before the police arrived?

Listen Up

7 Listen and circle the answers. 2-03

- What did Benny hear after he had gotten to school?



a. a cat in a tree



b. someone crying for help



a. a driver

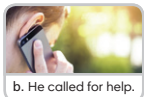


b. people in the coffee shop

- How did the man rescue the deer?



a. He pulled it to safety.



b. He called for help.

- Who helped Slater?



a. Jessie



b. other bystanders

Challenge

8 Listen and circle the answers. 2-04

- How does Alex usually go home?
 - by walking
 - by subway
 - by car
- Whose house was on fire?
 - Alex's house
 - Steve's house
 - Mr. Anderson's house
- Who is Steve?
 - Alex's cat
 - Alex's neighbor
 - Alex's neighbor's cat
- Where did Alex find Steve?
 - on top of the refrigerator
 - on the second floor
 - in front of the house
- Circle **true** or **false**.
 - The pedestrians were running away from the fire. **true** **false**
 - The bystanders called 911. **true** **false**
 - Alex saved his neighbor's cat. **true** **false**
 - Mr. Anderson was likely at work during the fire. **true** **false**

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

6 Fill in the blanks with the past perfect tense of the given word.

- Ask students to read the sentence prompts.
- Ask students to write the past perfect tense of the given verb in each blank.
- Check students' answers.

Answer Key

- had already called
- had finished
- Had, been
- Had, rescued

Listen Up

7 Listen and circle the answers. 2-03

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- b
- a
- a
- b

Challenge

8 Listen and circle the answers. 2-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- b
- c
- c
- a
- a. false
b. false
c. true
d. true

Extra Practice Emergency Situation Dialogues

Tell students to find a partner. Ask them to think of an emergency situation that happened in the past. Tell them to think of what the situation was, how and why it happened, when and where it happened, who was involved, and how it was resolved. Then ask students to make a dialogue similar to the ones in activities 7 and 8. Tell students to use the past perfect in their dialogues. Ask students to write their dialogues on a separate sheet of paper. When students are done writing, have them practice their dialogues. Tell them to act them out. When everyone is done, have each pair of students present their dialogues to the class. Remember to ask follow-up questions and give feedback.

Lesson B Speaking

Aim: Describe the qualities of a hero

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 2-05

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

Answer Key

- lively
- thoughtful
- powerful
- courageous
- well-known
- sociable
- selfish / unselfish
- mysterious

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

- | | |
|---------------|-------------|
| 1. mysterious | 2. selfish |
| 3. courageous | 4. lively |
| 5. thoughtful | 6. sociable |
| 7. well-known | 8. powerful |

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different situations and ideas.

4 Listen and circle the answers. 2-06

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- a
- c
- b

B Speaking

Aim Describe the qualities of a hero

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear. 2-05

well-known selfish / unselfish	thoughtful powerful	mysterious sociable	courageous lively
-----------------------------------	------------------------	------------------------	----------------------



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- That guy in the black suit and hat is very _____. Nobody knows anything about him.
- Francesca was being a little _____ by not offering anyone some of her snacks.
- Mark is very _____. He once saved a kid from drowning in the ocean.
- This party is a bit too _____. I wish it was quieter and there were fewer people.
- Don't just give cash as a birthday gift. Think of a more _____ gift.
- It's important to be _____ at school. This will help you make friends and build good relationships.
- The _____ professor travels to many different countries. Everyone wants to meet him.
- Brenda is a(n) _____ hitter. She can hit golf balls farther than anyone else.

Focus

3 Talk with a partner.



4 Listen and circle the answers. 2-06

- What did the woman do after she saw the man?
 - hung up and took photos
 - ran into a burning building
 - saved some people
- What did the man do while the woman shopped?
 - lost a pair of mittens
 - helped an old woman
 - lost and found his cat
- What had the man done up until July?
 - went on vacation with well-known people
 - volunteered at a retirement home
 - chatted with some sociable people

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Teacher's Note

More Adverbs as Sentence Starters

Explain other adverbs that can be used as sentence starters to students. Make sure they know when and how to use them. Below is a list of more adverbs that can be used as sentence starters.

- | | |
|------------------|------------------------|
| angrily | frantically |
| awkwardly | gently |
| blindly | gracefully |
| boldly | inquisitively |
| cautiously | loudly |
| cheerfully | quickly |
| courageously | rapidly |
| crazily | sadly |
| curiously | safely |
| defiantly | weakly |
| deliberately | wildly |
| enthusiastically | without a sound |
| foolishly | without a care for ... |

Expressions

Adverbs as sentence starters

5 Look at the table.

Adverbs as Sentence Starters			
Adverbs and adverb phrases can be placed at the beginning of a sentence to modify the tone of the sentence.			
Adverb	Example	Adverb Phrase	Example
bravely	Bravely, Manuel jumped in the river.	like a	Like a cat, Mario jumped over the bush.
unexpectedly	Unexpectedly, Costel left the classroom.	as quick as a flash	As quick as a flash, the rain stopped.
nervously	Nervously, Jan backed away from the animal.	as fast as ... could	As fast as she could, Eun-Ju ran the race.
unfortunately	Unfortunately, I lost my wallet this morning.	without warning	Without warning, the train came to a stop.
suddenly	Suddenly, the taxi driver stopped the car.	in heroic fashion	In heroic fashion, Ismael scored four goals.
anxiously	Anxiously, Geoff waited for the doctor.	in spectacular fashion	In spectacular fashion, our team won the game 125 to 87.

6 Look at the pictures. Use adverbs and adverb phrases to write two sentences about each picture. Then talk with a partner.



Speak Up

7 Read or listen to the article. Then talk with a partner and answer the questions. 2-07



Up until a few days ago, Giselle Santos was an ordinary teenage girl. She was known as being both thoughtful and sociable. Nowadays, though, she's more of a well-known hero in her town. That's because Giselle saved her entire family from a house fire. Here's how her story took place. Without warning, on the night of December 3, a powerful fire started in the Santos' home after everybody had gone to sleep. Fortunately, Giselle woke up after the smoke had entered her room. Without a second thought, Giselle woke up her parents. Together, they courageously carried Giselle's little brother and sister out of the house. As soon as they were outside the house, Giselle shouted, "Boris!" Then, without care for her own safety, Giselle ran back into the burning house. No one remembered Boris, the family's lively pet cat, as they had escaped from the fire. Giselle searched for Boris. Then, in spectacular fashion, Giselle ran out of the house with the cat in her arms. Thanks to Giselle's unselfish act, the entire family walked away from the fire without injury.

What are Giselle's qualities? / What qualities should a hero possess?

8 Think of a hero from your country. Then talk with a partner to fill in the table.

Hero's name	The hero's / heroine's name is _____
What the hero / heroine did	The hero / heroine _____
Why do people think he or she is a hero	People think he / she is a hero / heroine because _____
What the hero's / heroine's qualities are	The hero / heroine is _____

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Expressions

Adverbs as sentence starters

5 Look at the table.

- Read the contents of the table.

OR

- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.

6 Look at the pictures. Use adverbs and adverb phrases to write two sentences about each picture. Then talk with a partner.

- Ask students to look at the pictures.
- Ask students to write two sentences about each picture using adverbs and adverb phrases as sentence starters.
- Ask students to take turns talking about the situations and to include them in their sentences.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their sentences with the class.
- Give feedback.

Speak Up

7 Read or listen to the article. Then talk with a partner and answer the questions. 2-07

- Tell students to find a partner.
- Ask students to read or listen to the report.
- Ask students to discuss and answer the questions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

8 Think of a hero from your country. Then talk with a partner to fill in the table.

- Tell students to find a partner.
- Ask each student to think of a hero from their country.
- Ask students to fill in the table with information about their heroes.
- Tell students to research online if needed.
- Ask students to take turns talking about their heroes.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their heroes to the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice More on Describing a Hero

Tell students to work with the same partner as in activity 8. Ask students to create a fictional person and an account of a heroic situation involving that person. Tell students to use activity 7 as an example. Make sure students describe the who, what, where, when, why, and how of the person and the situation. Then ask students to write a dialogue about their fictional hero and situation. Tell students to write their dialogues on a separate sheet of paper. Ask students to practice their dialogues once they are done writing. Tell each pair of students to present their dialogue to the class. Ask the other students questions about the dialogues they heard to make sure they are paying attention. Remember to ask follow-up questions and give feedback.

Aim: Read about real-life heroes

Vocabulary

1 Listen and number. 2-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word / phrase next to the word / phrase in the book.

Answer Key

From left to right, top to bottom

5. on purpose
4. matter
6. lack
8. keep on
7. in the end
3. immediately
1. grateful
2. disturb

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word / phrase with the correct definition.
- Check students' answers.

Answer Key

1. d
2. h
3. f
4. a
5. g
6. b
7. e
8. c

Pre-reading

3 Look at the pictures and talk with a partner. Write down what the people are doing, who they are helping, and what you would do in the same situations.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to talk about and write down what is happening in each picture and who is being helped.
- Ask students to write down and talk about what they would do in each situation.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

C Reading

Aim Read about real-life heroes

Vocabulary

1 Listen and number. 2-08

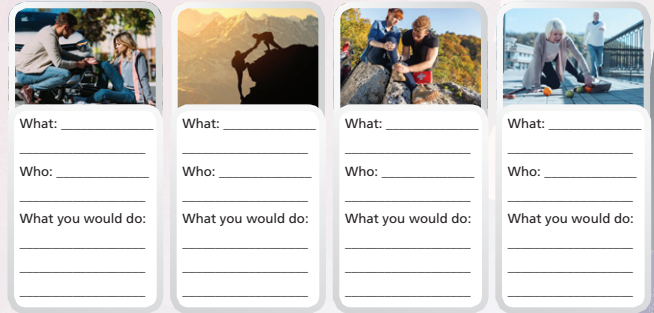


2 Match the words with the definitions.

- | | |
|------------------|---|
| 1. on purpose • | • a. to do something continuously or repeatedly |
| 2. matter • | • b. without delay |
| 3. lack • | • c. to interrupt or bother |
| 4. keep on • | • d. in a way that is planned or intended |
| 5. in the end • | • e. feeling or showing thanks |
| 6. immediately • | • f. to not have (something) |
| 7. grateful • | • g. finally, with all things considered |
| 8. disturb • | • h. to be important |

Pre-reading

3 Look at the pictures and talk with a partner. Write down what the people are doing, who they are helping, and what you would do in the same situations.




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Teacher's Note

Situation Scenarios

If time permits, ask students to come up with a scenario and brief summary for each picture in activity 3. Tell students to describe the what, when, where, why, who, and how for each picture. Tell students to write their ideas on a separate sheet of paper. When everyone is done writing, ask students to take turns asking questions and describing the scenario for each picture with their partner from activity 3. When everyone is done, ask some students to share their conversations with the class. Remember to ask follow-up questions and give feedback.

4 Read the articles.  2-09

REAL-LIFE HEROES

The Spider-Man of Paris

Mamoudou Gassama was an ordinary 22-year-old Parisian man who never disturbed anyone. Then, on May 26, 2018, he became a real-life hero. Mamoudou had been walking on the street when he suddenly saw a 4-year-old boy hanging from a fourth-floor balcony. The poor boy lacked the strength to pull himself to safety. Immediately, Mamoudou climbed up the side of the building. Within 30 seconds, he had reached the balcony where the child was hanging. Courageously, Mamoudou lifted the boy to safety while holding onto the building with his other hand. Bystanders began filming the action on their smartphones right after it had started. Soon after, the video was on the internet. People began calling Mamoudou the Spider-Man of Paris after they had seen the video. He was even given an award by the French president and offered a job with the fire service. That day, Mamoudou hadn't planned on becoming a hero, but in the end he really was the Spider-Man of Paris.



Trouble in the Sky

Tammie Jo Shults had been a fighter pilot in the US Navy before she became a pilot for Southwest Airlines. Up until 2018, nothing spectacular had ever happened to her while working for the airline. Then, on April 17, the unthinkable happened. Tammie had been piloting Flight 1380 from New York to Dallas when one of the engines suddenly failed. Without warning, a hole opened up on the side of the plane after a piece of the engine had struck it. Passengers and flight attendants were screaming and panicking. In the cockpit, though, all of the noise and commotion hadn't mattered to Tammie as she kept on flying the plane. Her military training helped her stay calm. Amazingly, Tammie landed the plane and saved the passengers. One passenger, Marty Martinez, surprisingly live streamed the situation on Facebook after it had started. Millions of people saw the video and Tammie became famous. Martinez even said, "I feel so eternally grateful for the courage she (Tammie) had to allow us to walk away unharmed."



Comprehension

5 Circle true or false.

- | | | |
|--|------|-------|
| 1. It took Mamoudou 30 seconds to reach the boy. | true | false |
| 2. The French president uploaded Mamoudou's video to the internet. | true | false |
| 3. Mamoudou Gassama was offered a job after the rescue. | true | false |
| 4. Tammie had worked as an airline pilot before she was in the Navy. | true | false |
| 5. Flight 1380 was flying from Dallas to New York. | true | false |

6 Circle the answer.

- Why is Mamoudou Gassama known as the Spider-Man of Paris?
 - He could hang off the side of buildings.
 - He quickly climbed up part of a building.
 - He climbed an entire building.
- What was Mamoudou given after he had rescued the boy?
 - an award
 - a job offer
 - an award and a job offer
- What helped Tammie to stay calm during the emergency?
 - her Navy training
 - her Facebook followers
 - the passengers and flight attendants

7 Talk with a partner.

- Who is the most famous hero in your country? What did that person do?
- What do you think you'd do in an emergency situation? Would you help out, run away, or do nothing? Why?
- Describe something heroic that you or someone you know has done.

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6 Circle the answers.

- Ask students to read the questions.
- Ask students to circle the correct answers.
- Check students' answers.

Answer Key

1. b
2. c
3. a

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Extra Practice Heroic News Articles

Ask students to search online for a news article about a hero or emergency. If the internet is unavailable, prepare a selection of newspapers before class so that students can look through them. It doesn't matter if the articles are in a different language. After students have picked their articles, tell them to summarize their articles in English. Ask students to use the articles in activity 4 as an example. Tell students to write their summaries on a separate sheet of paper. When everyone is done writing, ask some students to share their summaries with the class. Remember to ask follow-up questions and give feedback.

4 Read the articles.  2-09

- Listen to the audio.
- OR
- Read the articles aloud.
- OR
- Ask students to read parts of the articles aloud.
 - Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to read each sentence and circle true or false.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. true
2. false
3. true
4. false
5. false

Lesson D Writing

Aim: Write about a hero you admire

Vocabulary

1 Listen and number. 2-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word / phrase next to the word / phrase in the book.

Answer Key

From left to right, top to bottom

7. explorer
1. astronaut
6. expedition
3. background
8. give up
4. ancient
5. carry on
2. prepared

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word / phrase in each blank.
- Check students' answers.

Answer Key

1. carried on
2. expedition
3. background
4. ancient
5. prepared
6. give up
7. astronauts
8. explorer

Grammar

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

D Writing

Aim Write about a hero you admire

Vocabulary

1 Listen and number. 2-10



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. Nobody stopped working. Everyone just _____ with what they were doing.
2. Before going on the _____, Hillary had to prepare a lot of food and warm clothes.
3. A lot of airline pilots have a(n) _____ in the military.
4. When Francis went to Egypt, he saw a lot of _____ buildings and monuments.
5. If you want to go camping, you have to be _____. You need to bring a lot of equipment.
6. You shouldn't _____ soccer just now. Keep practicing, and you'll get better soon.
7. Living in space is not easy for _____. There are a lot of dangers in space.
8. Zheng He was a famous Chinese _____. He sailed to many new and interesting places.

Grammar

3 Look at the table.

NOTE Past perfect continuous often uses the adverbs *for*, *since*, *before*, and *when* to introduce a second action.

Past Perfect Continuous				
Use 1: Describes an action that started in the past and continued up until another action in the past.				
Subject	had been	Present Participle (verb + -ing)	Signal Word	
She	had been	studying	before	her father arrived.
I	had been	waiting	since	9 a.m. for the bus to leave.
He	had been	walking	when	his coffee spilled.
We	had been	running	for	20 minutes before it started raining.
Use 2: Describes the cause of something in the past.				
Effect	because		Cause	
María was tired	because		she had been running.	

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Teacher's Note

Past Perfect Continuous and the Type 3 Conditional

Explain to students that the past perfect continuous can also be used with the third conditional.


Ex.

If you hadn't been playing video games all night, you wouldn't be so tired today.
Had we not been standing in line, we wouldn't have been able to buy the concert tickets.

Make sure students understand when and how to use the past perfect continuous with type 3 conditionals.

4 Unscramble.

1. We had / for over / a movie / before Antonio / been watching / arrived. / an hour
→ _____
2. he hadn't been / to the time. / late because / paying attention / Alexander was
→ _____
3. in the library / since it / had been working / opened. / Sergei and Magda
→ _____
4. when Ted / been practicing / called him. / his guitar / Bill had
→ _____
5. hiking for hours / home. / Min had been / gave up and / before she / went back
→ _____

5 Read the articles. Fill in the blanks with the correct past perfect or past perfect continuous form of the verbs in the box. Listen and check your answers.  2-11

spend work serve live experience travel select



Sally Ride (1951-2012)
Sally Ride was the first American woman in space. In 1977, she
1. _____ in California when she responded to an advertisement that said NASA was looking for astronauts. After she
2. _____ by NASA, Sally packed her bags and went to Houston, Texas for training. A few years later, NASA thought she was prepared to go into space. Before that, she 3. _____ on smaller NASA projects here and there. On June 18, 1983, Sally finally went to space. Since then, she has become a role model for many women in science.



Roald Amundsen (1872-1928)
Roald Amundsen was the first person to successfully lead an expedition to the South Pole. On January 14, 1911, Amundsen and his men arrived at the Bay of Whales in Antarctica. By the time the men started the trip to the South Pole, they
4. _____ ten months preparing for the journey. They used dog sleds to carry their supplies and move across the snow and ice. Amundsen and his men
5. _____ for 99 days by the time they reached the South Pole. On December 14, 1911, Amundsen planted the Norwegian flag at the South Pole, marking his success.



Lewis (1774-1809) and Clark (1770-1838)
Captain Meriwether Lewis and Lieutenant William Clark were the first American explorers to travel across the United States to the Pacific Ocean. Before beginning their expedition, both men 6. _____ in the military. On May 14, 1804, Lewis, Clark, and their men met up in Missouri to start their expedition. The men had been traveling for about a year and half when they made it to the Pacific in 1805. Along the way, they met many Native Americans. They also had to overcome many dangerous situations. The men's military background helped them to carry on and complete their journey.



Zheng He (1371-1433)
Zheng He was a famous Chinese explorer and Navy commander. He went on seven expeditions to set up trade with some of the most ancient civilizations in the world. Zheng He was one of the Emperor's most trusted advisors. So, in 1405, the Emperor commanded He to lead a fleet of over 200 ships and almost 28,000 men to India to make new trade relations. He and his men 7. _____ many adventures by the time they returned to China. They had even captured a famous pirate leader. He went on six more expeditions after he had returned from the first. In the end, He had set up trade with over 25 different countries.

Writing

6 Think about a hero. Then, on a separate piece of paper, write a short description of who the person is and what they did. Make sure to use the past perfect and past perfect continuous where possible. Research your hero online if needed. Present your hero to the class.


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4 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

1. We had been watching a movie for over an hour before Antonio arrived.
2. Alexander was late because he hadn't been paying attention to the time.
3. Sergei and Magda had been working in the library since it opened.
4. Bill had been practicing his guitar when Ted called him.
5. Min had been hiking for hours before she gave up and went back home.

5 Read the articles. Fill in the blanks with the correct past perfect or past perfect continuous form of the verbs in the box. Listen and check your answers.  2-11

- Ask students to read the articles.
- Ask students to fill in each blank with the correct form of the best verb from the box.
- Listen to the audio.
- Check students' answers.

Answer Key

1. had been living
2. had been selected
3. had been working
4. had spent
5. had been traveling
6. had been serving
7. had experienced

Writing

6 Think about a hero. Then, on a separate piece of paper, write a short description of who the person is and what they did. Make sure to use the past perfect and past perfect continuous where possible. Research your hero online if needed. Present your hero to the class.

- Ask students to think of a hero they know of.
- Ask students to write a short description of their heroes.
- Tell students to research their heroes online if needed.
- Tell students to write on a separate sheet of paper.
- Tell students to use the past perfect and past perfect continuous tenses where possible.
- Check students' writing to make sure they're doing it correctly.
- Ask some students to share their writing with the class.
- Give feedback.

Extra Practice First-Person Perspective

After activity 6, ask students to exchange writings with the person to their right. Then tell students to write a description of their new hero using the first-person perspective. Tell students to pretend to be the person they are writing about. Remind students to use the past perfect and past perfect continuous in their new writings. Tell students to write their new description on a separate sheet of paper. When everyone is done writing, ask some students to share their descriptions with the class. Remember to ask follow-up questions and give feedback.

Aim: Create a comic about a famous explorer

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 2 video.

2 Watch the video. Number the pictures in order.

- Play the video for the students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right

1, 2, 3

3 Watch again. Circle the answers.

- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. b
2. c
3. d
4. b

4 Watch again. Fill in the blanks with the words you hear.

- Play the video again.
- Ask students to write the words they hear in the blanks.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. have to keep on, hopeless
2. extraordinary, all heroes
3. were preparing, expedition
4. had been traveling
5. had almost forgotten

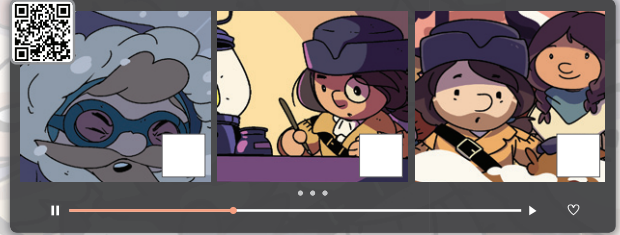
E Project

Aim Create a comic about a famous explorer

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.



3 Watch again. Circle the answer.

1. Which has the same meaning as "press the men on"?
a. make them listen b. make them keep going c. tell them to leave d. ask them to leave
2. What condition had prevented travel to the South Pole?
a. a long delay b. the year was 1911 c. powerful winds d. all
3. Which sentence correctly describes the beginning of Mikey and Joey's adventure?
a. The king had asked them to serve in the army and lead an expedition.
b. They were making a map of the West when the president called.
c. They'd found a map to the lands out west and started an expedition.
d. They had been serving in the army when they'd been asked to travel.
4. What does Joey mean when he says, "Look lively!"
a. They need to look around carefully. b. They need to be more energetic.
c. They need to look around for anything alive. d. They need to be more noisy.

4 Watch again. Fill in the blanks with the words you hear.

1. Come on lads! We _____! This trip is far from _____!
2. Men! Your _____ efforts have paid off! You're _____.
3. My close friend Mikey Clark and I, Joey Lewis, _____ for a grand _____.
4. We _____ for months before stopping for the winter.
5. We _____ what it was all for.

5 Unscramble.

1. stuck / been / They / living at / for months. / had / the outpost

2. the Earth. / We had / reached / point of / southernmost / the

3. made / it / had / to / The / hard / travel. / cold

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5 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

1. They had been stuck living at the outpost for months.
2. We had reached the southernmost point of the Earth.
3. The cold had made it hard to travel.

6 Look at the table and choose a famous explorer.

 1. Neil Armstrong (American – first man to walk on the moon)	 2. Ibn Battuta (Moroccan – traveler and explorer)	 3. Nellie Bly (American – journalist)	 4. Daniel Boone (American – pioneer and explorer)	 5. Captain James Cook (English – ship captain and explorer)	 6. Sir Francis Drake (English – explorer and first Englishman to travel around the world)
 7. Amelia Earhart (American – pilot)	 8. Sir Edmund Hillary (New Zealander – mountain climber and explorer)	 9. Henry Hudson (English – explorer)	 10. Ferdinand Magellan (Portuguese – explorer and first person to sail around the world)	 11. Marco Polo (Italian – traveler and explorer)	 12. Sacagawea (Native American – explorer, translator, and guide)

7 Research your explorer online. Then fill in the blanks with the correct information. Write the complete sentences on a separate piece of paper.

- Who is the person?
The explorer is _____.
- When was the person born?
_____ was born on _____ in _____.
- When did the person die?
_____ died on _____ in _____.
- What was the person's job?
_____ was a(n) _____.
- Why was the person famous?
_____ is famous because _____.
- Describe what the person did.
_____ (description of what the person did)
- What do people think about the person today?
Today, people think that _____ was _____ because _____.



8 Draw a comic strip of your chosen explorer's life and adventures. Share with the class.

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8 Draw a comic strip of your chosen explorer's life and adventures. Share with the class.

- Ask students to draw a comic strip of their explorer's life.
- Tell students to draw their comic strips on a separate sheet of paper.
- Tell students to include the sentences they wrote in activity 7 in their comic strips.
- Check students' comic strips to make sure they're doing them correctly.
- Ask each student to present their comic strip to the class.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

Alternate Explorers

As an alternative to the project, tell students to work in pairs. Then have them choose any real-life explorer or role model they want. Make sure they research their person and do the rest of the activities in the project together and as described in the directions.

Extra Practice Fictional Explorers

After activity 8, tell students to find a partner. Ask them to create a fictional explorer. Tell them to write down information about who their explorer is, what they explored, when they did it, how they did it, and why they did it. Afterward, ask students to make a new comic strip about their fictional explorer and his or her exploits. Tell students to include the past perfect and past perfect continuous tenses in their comic strips. When everyone is done, ask some students to present their work to the class. Remember to ask follow-up questions and give feedback.

21st Century Skills

6 Look at the table and choose a famous explorer.

- Ask student to look at the table.
- Ask students to choose one of the explorers from the table.

7 Research your explorer online. Then fill in the table with the correct information. Write the complete sentences on a separate piece of paper.

- Ask students to research their explorers online.
- Ask students to read the questions.
- Ask students to fill in the blanks with information about their explorers.
- Ask students to write the complete sentences on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

1 Read and choose the best word to fill in the blanks.

- Ask students to read the passage.
- Ask students to circle the best words to fill in the blanks.
- Ask students to write the words in the blanks.
- Check students' answers.

Answer Key

- d, recent
- c, cuisine
- a, delicious
- c, realized
- b, amused
- d, memorable

2 Read and fill in the blanks with the words in the box.

- Ask students to read the passage.
- Ask students to write the correct word from the box in each blank.
- Check students' answers.

Answer Key

- well-known
- astronaut
- powerful
- joyful
- hero
- expedition
- exploration

Teacher's Note

Heroes, Pioneers, Explorers

After activity 2, ask students to write a one-paragraph description about a hero, pioneer, or explorer. Tell students to use the writing in activity 2 as an example. Ask students to include one sentence in each of these tenses: present perfect, past perfect, and past perfect continuous. Tell students to write their paragraphs on a separate sheet of paper. When everyone is done, ask some students to present their work to the class. Remember to ask follow-up questions and give feedback.

1 Read and choose the best word to fill in the blanks.

I've been to a few different countries. My most 1. _____ trip, a few months ago, was to Tokyo. I made friends with some local students that I met at a coffee shop. We went to a sushi restaurant for dinner. Now, before this trip, I had never tried sushi—or any Japanese 2. _____. I thought it looked a little strange at first, but it was absolutely 3. _____! Next to my plate there was a little dish of green stuff that looked like avocado. I put some on my sushi and ate it. I hadn't 4. _____ that it was actually wasabi! It was so hot, my face turned red, and I had to drink two whole glasses of water. My new friends were very 5. _____ of course, and they laughed a lot. So did I, after they explained it to me. That was a(n) 6. _____ meal!



- | | | | |
|-------------------|----------------|-------------|----------------|
| 1. a. gigantic | b. regretful | c. ancient | d. recent |
| 2. a. pastime | b. category | c. cuisine | d. interest |
| 3. a. delicious | b. exhausted | c. ordinary | d. thoughtful |
| 4. a. contributed | b. appreciated | c. realized | d. doubted |
| 5. a. jealous | b. amused | c. grateful | d. spectacular |
| 6. a. thoughtful | b. impressed | c. offended | d. memorable |

2 Read and fill in the blanks with the words in the box.

joyful	well-known	exploration	astronaut
hero	powerful	expedition	

{ Yuri Gagarin: First Man in Space }

Most people know that Neil Armstrong became the first person to walk on the moon in 1969. But the first person in space is a little less 1. _____. His name was Yuri Gagarin, and he was a Russian cosmonaut. (That's the Russian word for 2. "_____".) Gagarin was chosen because he had flown war planes, so he knew how to control 3. _____ machines. On April 12, 1961, he took off from Moscow in Vostok 1, which traveled around the Earth once, and returned less than two hours later. People all over the world were 4. _____ that the flight had been a success. Gagarin became an international 5. _____. Although he never went to space again, his amazing 6. _____ should be remembered forever. He took an important first step in space 7. _____.



Teacher's Note

Present Perfect, Past Perfect, Past Perfect Continuous: Uses

Remind students of the different uses of the present perfect, past perfect, and past perfect continuous tenses. The present perfect tense is used to talk about experience up to the present, to provide a reason for some action or state, and to talk about something which hasn't happened yet but is expected to happen. On the other hand, the past perfect tense is used to describe, or to ask a question about, an action that was completed before another action or time in the past. Finally, the past perfect continuous is used to describe an action that started in the past and continued up until another time in the past. It is also used to describe the cause of something in the past. Make sure students understand how and when to use these three tenses.

3 Circle the correct answers. Then write the tense on the line: *PP* for present perfect, *Past P* for past perfect, and *PPC* for past perfect continuous.

- Terry has never ate / eaten / eating Thai food before. _____
- The White House was / had been / has been the home of US presidents since 1800. _____
- Everyone had gathered / has gathered / gathered in the classroom by the time Tom arrived. _____
- At that time, the house smelled great because I have baked / have been baking / had been baking cookies. _____

4 Fill in the blanks with the words in the box. Change the form of the words if necessary. One word will not be used.

stare believe appreciate disturb matter


- Some people _____ that black cats are bad luck.
- Please don't _____ Grandpa when he's trying to take a nap.
- Look at that girl outside the window—she's _____ at us!
- You don't have to stay and help clean up, but I _____ the offer.

5 Listen and circle true or false.  R1-01

- Jeffrey had been driving slowly when he saw the accident. true false
- A pedestrian was hurt in the accident. true false
- Jeffrey says that a bystander brought the injured person a blanket. true false
- The woman doubts that Jeffrey's story is true. true false

6 Listen to three people read their SNS profiles. Circle the correct answers.  R1-02

- Which is NOT true about Mi-Young?
 - She is an experienced traveler.
 - She will soon start her senior year.
 - She hopes to make a foreign friend.
 - She wants to learn a language.
- Jason is looking for _____.
 - a new club to join
 - a new hobby
 - a more interesting place to live
 - people interested in photography
- Which is true about Kira?
 - She has finished university.
 - She plays an instrument.
 - She has a lot of free time.
 - She recently joined a band.

7 Listen again. Match each sentence with the person who is most likely to say it. One sentence will not be used.  R1-02

- I'm exhausted from studying all night, but I still have practice to go to.
- I found my first cache yesterday.
- I took some spectacular pictures at the beach.
- I can't wait to explore the museums.



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3 Circle the correct answers. Then write the tense on the line: *PP* for present perfect, *Past P* for past perfect, and *PPC* for past perfect continuous.

- Ask students to read the sentences.
- Ask students to circle the correct verb forms.
- Ask students to write the correct tense of the verb on each line.
- Check students' answers.

Answer Key

- eaten, PP;
- has been, PP;
- had gathered, Past P;
- had been baking, PPC

4 Fill in the blanks with the words in the box. Change the form of the words if necessary. One word will not be used.

- Ask students to read the sentence prompts.
- Ask students to write the correct word from the box in each blank, changing the word form if needed.
- Check students' answers.

Answer Key


- believe
- disturb
- staring
- appreciate

5 Listen and circle true or false.  R1-01

- Listen to the audio.
- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key


- true
- false
- true
- false

6 Listen to three people read their SNS profiles. Circle the correct answers.  R1-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- a
- d
- b

7 Listen again. Match each sentence with the person who is most likely to say it. One sentence will not be used.  R1-02

- Listen to the audio.
- Ask students to match each sentence to the correct person.
- Replay the audio if needed.
- Check students' answers.

Answer Key

Miyoung – 4, Jason – 3, Kira – 1

This unit will give students the ability to talk about cultural events and festivals using the present perfect, past simple, and present perfect continuous tenses. Students will also gain the ability to write a review and to present about an event that they attended.

Scan the QR code to download the Unit 3 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 3 AIMS

- Lesson A: Read about the history of rock 'n' roll music
- Lesson B: Listen to people talk about cultural events they have attended
- Lesson C: Talk about traditional cultural events and celebrations
- Lesson D: Write a review of a play, movie, or concert
- Lesson E: Create a presentation about a cultural festival

Target Skills

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
admission audience hit influence inspiration origin performer style	ceremony custom dull entertainment firework magnificent regular traditional
Lesson C	Lesson D
annual community eager ordinary participate recognize register spectacular	analysis brief conclusion plot provide review scene worth
Lesson E	
goal guide scoop wrestling	

TIME TO CELEBRATE!



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about the history of rock 'n' roll music
- B Listening** Listen to people talk about cultural events they have attended
- C Speaking** Talk about traditional cultural events and celebrations
- D Writing** Write a review of a play, movie, or concert
- E Project** Create a presentation about a cultural festival



Look at the photo and answer the questions.

1. What do you think is happening in the picture?
2. Have you ever been to a festival or celebration?
3. What are some of the traditional festivals in your country?
4. Do you know about festivals in other countries? Which ones?

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Key Grammar

present perfect vs. past simple

The present perfect is used to talk about actions that happened at an unspecified time in the past. It can also be used to talk about unfinished events between the past and now. The past simple is used to talk about completed actions in the past, often specifying when the action took place.

Forms	Examples
present perfect	I <i>have just cooked</i> dinner. I <i>have seen</i> some amazing rock concerts.
past simple	She <i>wore</i> a traditional costume last night. They <i>visited</i> a folk village yesterday.

present perfect continuous

The present perfect continuous is formed using *has / have been + verb + -ing*. It is used to talk about continuing events happening between the past and now.

We often use the signal words *since, for, recently, and lately* with the present perfect continuous tense.

Usages	Examples
to talk about actions which started in the past and continue up until now	<i>I've been coming</i> to this festival every year since 2012.
to talk about temporary habits or situations	<i>Have you been studying</i> much recently?
to talk about actions which have recently stopped and have a result in the present	<i>I've been helping</i> Janice at the food stall all day, so I'm exhausted.

Unit 3 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 3 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about culture and festivals.

Ex.

What aspect of your culture would you like to tell a person from another country about?
How would you describe that aspect of your culture to that person?
What foreign cultures are you interested in? Why?
What would you like to learn about that foreign culture? Why?

Aim: Read about the history of rock 'n' roll music

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 3-01

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the vocabulary word under the correct picture.

Answer Key

1. performer
2. audience
3. style
4. inspiration
5. hit
6. influence
7. admission
8. origin

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. audience
2. performer
3. influence
4. admission
5. origin
6. hit
7. style
8. inspiration

Pre-reading

3 Look at the pictures. Talk with a partner. What types of music do you see? What types do you like? Where did you first hear these types of music?

- Ask students to look at the pictures.
- Ask students to take turns asking and answering the questions in the directions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their answers with the class.
- Ask follow-up questions.
- Give feedback.

A Reading

Aim Read about the history of rock 'n' roll music

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear. 3-01

origin hit	style performer	admission influence	audience inspiration
---------------	--------------------	------------------------	-------------------------

1.	2.	3.	4.
5.	6.	7.	8.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. Remember, kids, a good _____ member knows when to clap and when to sit quietly.
2. Are you excited to see the ballet tonight? I heard Qiao Yang is an amazing _____.
3. I'd like to change my teacher's mind about my grades. What argument might _____ him?
4. I want to go to the concert, but the _____ fee is very high.
5. Do you know the _____ story of this band? I'd like to know where they came from!
6. This song is number one on the charts! I didn't think it'd be such a big _____.
7. Have you heard of Jay Chou? His musical _____ combines rap and classical.
8. I have been to a lot of different countries. Different cultures give me _____ for my music.

Pre-reading

3 Look at the pictures. Talk with a partner. What types of music do you see? What types do you like? Where did you first hear these types of music?



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Teacher's Note

Music Genres

Before class, prepare examples of music from different music genres. During class, ask students to get into groups of three or four and make a list of their top 10 favorite music genres. Compare the groups' lists when everyone is finished. Then discuss the genres students listed. Ask them to give you examples of artists and songs in each genre. Then discuss some of the genres they didn't mention. Give examples of songs and artists in each genre you mention. Below is a brief list of music genres from around the world.

jazz	blues	folk
country	classical	reggae
hip hop	soul / RnB	rock
punk	metal	pop
a cappella	grunge	funk
alternative	gospel	disco
orchestra	big band	ambient
drum and bass	ska	ballad
opera	bluegrass	new wave
house	techno	pop rock
salsa	merengue	tango

4 Read the article. 3-02

THE ORIGIN OF

ROCK 'N' ROLL

NOTE
*n is an abbreviation (short form) of the word *and*. It is often seen in brand names, band names, and other forms of informal language.

Rock 'n' roll has been a popular style of music since the late 1940s. There are many different people responsible for its beginnings. However, it's widely believed that its origin lies in a performer named Sister Rosetta Tharpe. As a child, Rosetta was frequently found, alongside her mother, in the audience of gospel concerts across the American South. She was a part of her mother's musical performances from the age of 4. She was known as a musical prodigy because of her singing and guitar-playing skills. Tharpe also used the admission fees from her concerts to help support her family.

Tharpe began recording in 1938, at the age of 23. Many songs from her first album instantly became popular. Her first rock 'n' roll hit was recorded in 1944, and it featured Tharpe singing and playing the electric guitar. It also had band members playing piano, bass, and drums. It was called "Strange Things Happening Every Day," and it reached number two on the Billboard charts.

Sister Rosetta has been an inspiration for many musicians. Little Richard, Elvis Presley, Johnny Cash, and many other musicians have said that Tharpe's musical influence helped to shape their careers. While there have been many great rock 'n' roll musicians since Rosetta Tharpe, she remains known as the first.

Since the 1940s, rock music has gone through many changes. In the 50s, the music was a mixture of rock 'n' roll, blues, country, and jazz. Today, rock music is usually performed with one or two electric guitars, a bass guitar, and a drum kit. Rock 'n' roll is popular all over the world. In addition, it's more than just a musical style. It has influenced certain types of lifestyles, fashions, attitudes, and it has even influenced language.



NOTE
A *prodigy* is a young child who has a lot of talent or ability in a specific area at a young age.

Comprehension

5 Circle true or false.

- Rosetta Tharpe had a lot of talent at a young age.
- Rosetta Tharpe had only one big hit.
- Rock 'n' roll is the same today as it was when it began.
- Sister Rosetta Tharpe had many inspirations for her music, such as Johnny Cash.
- Music can influence language.

- | | |
|------|-------|
| true | false |
| true | false |
| true | false |
| true | false |
| true | false |

6 Complete the summary. Circle the answers and fill in the blanks.

Rock 'n' roll **1** began / start / origin in the 1940s when performer Sister Rosetta Tharpe tried out a new **2** influence / style / hit of music using an electric guitar. She wrote and sang the **3** pop / perform / hit song **4** "_____" Her **5** inspiration / influence / admission on music has been a(n) **6** influence / origin / inspiration to many artists who've come after her.

7 Answer the questions, then talk with a partner.

- What's your favorite band or singer? _____
- What's your favorite song called? _____
- Is it a hit song? _____
- What kind of music is it? _____
- Can you guess the origin of this type of music? _____
- Do you know what music influenced the musician? _____
- What other musicians or songs are similar to the song you chose? _____

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4 Read the article. 3-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. true
2. false
3. false
4. false
5. true

6 Complete the summary. Circle the answers and fill in the blanks.

- Ask students to read the summary.
- Ask students to circle the correct words and fill in the blanks.
- Check students' answers.

Answer Key

1. began
2. style
3. hit
4. Strange Things Happening Every Day
5. influence
6. inspiration

7 Answer the questions, then talk with a partner.

- Ask students to read the questions.
- Tell students to write their answers in the book or on a separate sheet of paper.
- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Extra Practice Favorite Music Genres

Tell students to find a partner. Then have each pair of students think of their favorite music genres. Ask them to write in outline form a short history of their favorite music genre. Tell them to describe pioneers and famous musicians of their favorite genres. Have students write their histories on a separate sheet of paper. Tell students to research their genres online if needed. When everyone is finished working, have each pair of students present their music genres to the class. Remember to ask follow-up questions and give feedback.

Lesson B Listening

Aim: Listen to people talk about cultural events they have attended

Vocabulary

1 Listen and number. 3-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

6. traditional
4. ceremony
7. magnificent
3. dull
8. entertainment
1. firework
2. custom
5. regular

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. h | 2. e |
| 3. d | 4. f |
| 5. a | 6. g |
| 7. c | 8. b |

Grammar

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

4 Match the sentence parts. Then put a (✓) for present perfect tense or (X) for past simple.

- Ask students to read the sentence parts.
- Ask students to match the correct sentence parts together.
- Ask students to mark whether each sentence is in the present perfect or past simple tense.
- Check students' answers.

Answer Key

- | | | | | |
|----------|----------|----------|----------|----------|
| 1. c / ✓ | 2. a / X | 3. e / ✓ | 4. b / X | 5. d / X |
|----------|----------|----------|----------|----------|

B Listening

Aim Listen to people talk about cultural events they have attended

Vocabulary

1 Listen and number. 3-03



2 Match the words with the definitions.

- | | |
|--------------------|--|
| 1. magnificent • | • a. describes ways of behaving that have continued in a group for a long time |
| 2. entertainment • | • b. a container that explodes, making bright colors or a loud noise |
| 3. ceremony • | • c. something that happens or is done often |
| 4. dull • | • d. a set of acts performed on an important, traditional occasion |
| 5. traditional • | • e. a show, film, movie, or other type of performance |
| 6. custom • | • f. the opposite of exciting |
| 7. regular • | • g. a habit or way of behaving that follows how people used to do things |
| 8. firework • | • h. something that is great or amazing |

Grammar

3 Look at the table.

Present Perfect vs. Past Simple	
Present Perfect	Past Simple
to talk about actions at an unspecified time between the past and now	to talk about completed actions in the past (we often specify when the action took place)
I <i>have just finished</i> my homework.	She <i>wore</i> a regular sports jacket to prom last week.
I <i>have seen</i> fireworks several times.	They <i>went</i> to the traditional celebration yesterday.

4 Match the sentence parts. Then put a (✓) for present perfect tense or (X) for past simple.

- | | | |
|-----------------------|---|-----------------------------|
| 1. I have done • | • a. firework in science class. | 1. <input type="checkbox"/> |
| 2. We made a • | • b. festival was dull. | 2. <input type="checkbox"/> |
| 3. She has lost the • | • c. the traditional dance several times. | 3. <input type="checkbox"/> |
| 4. I told them the • | • d. entertainment. | 4. <input type="checkbox"/> |
| 5. I enjoyed the • | • e. masks for the ceremony. | 5. <input type="checkbox"/> |

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Extra Practice Present Perfect and Past Simple Race

Before class, prepare a list of 20 to 30 activities, such as "do homework." Next to each activity, list either "present perfect" or "past simple." Make sure to have an even distribution of each. During class, split the class up into two teams. Have each team line up at the front of the class. Show the first student in each line one of the activities with the verb tense. Tell the students that they are to make a correct sentence using the activity and verb tense they were shown. The first student to make a correct sentence wins a point for their team. Afterward, have those two students move to the back of their respective lines. Repeat this process until every student has had a turn or until you have exhausted all of the activities on your list. The team with the most points at the end is the winner.

Focus

6 Talk with a partner.



6 Listen and circle the answers. 3-04

- Lenny is going to be at _____.
 a. the Sweetwater Film Festival
 b. the firework display
 c. Barratt Cinemas
 d. Powell Theater
- What has Lenny been doing?
 a. watching movies
 b. filming a movie
 c. making fireworks
 d. practicing an act
- Lenny's last performance was _____.
 a. three years ago
 b. at Barratt Cinemas
 c. in elementary school
 d. at a fireworks festival
- Jill thinks that _____.
 a. Lenny's act will be magnificent
 b. Lenny's firework display will be forgotten
 c. nobody knows where the festival is
 d. the film festival will be dull



7 Listen and write the correct words in the blanks. Then put a (✓) for present perfect tense or (X) for past simple. 3-05

- I'm glad that Spring Festival has _____!
- I _____ better performers _____.
- Because I've _____ building my drone.
- It _____ such a magnificent display _____.
- She _____ prepared them. I can't wait!

8 Listen again. Circle true or false. 3-05

- Gary has built a drone. true false
- Flying drones is traditional during the Lantern Festival. true false
- Lucy liked the lantern display last year. true false
- Lucy is most looking forward to preparing cakes. true false
- Lucy often goes to ceremonies. true false



Focus

5 Talk with a partner

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to talk about different cultural ideas.

6 Listen and circle the answers. 3-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- c
- d
- c
- a

7 Listen and write the correct words in the blanks. Then put a (✓) for present perfect tense or (X) for past simple. 3-05

- Listen to the audio.
- Ask students to write the correct words in the blanks and mark whether the sentence is in the present perfect or past simple tense.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- finished / ✓
- saw, last year / X
- just finished / ✓
- was, last year / X
- has already / ✓

8 Listen again. Circle true or false. 3-05

- Listen to the audio.
- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- true
- false
- true
- false
- false

Teacher's Note

Cultural Festivals

Explain to students that there are all kinds of cultural festivals, such as country-specific festivals, music festivals, historic festivals, and food festivals. Then ask students to work in groups of three to four to come up with five different festivals that they have attended. Discuss each group's festivals as a class after students have made their lists. Then ask students to make a list of the best cultural aspects from their country to show at a cultural festival that would give foreign travelers the best idea of their country and culture. Make sure students give reasons for their choices. Finally, discuss each group's ideas as a class. Remember to ask follow-up questions and give feedback.

Lesson C Speaking

Aim: Talk about traditional cultural events and celebrations

Vocabulary

1 Listen and number. 3-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

4. annual
8. spectacular
1. ordinary
7. eager
6. participate
5. community
3. register
2. recognize

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. f | 2. h |
| 3. a | 4. g |
| 5. d | 6. b |
| 7. e | 8. c |

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different cultural events and holidays.

4 Listen and circle the best response. 3-07

- Listen to the audio.
- Ask students to circle the best responses.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. a
2. b
3. d
4. a

C Speaking

Aim Talk about traditional cultural events and celebrations

Vocabulary

1 Listen and number. 3-06

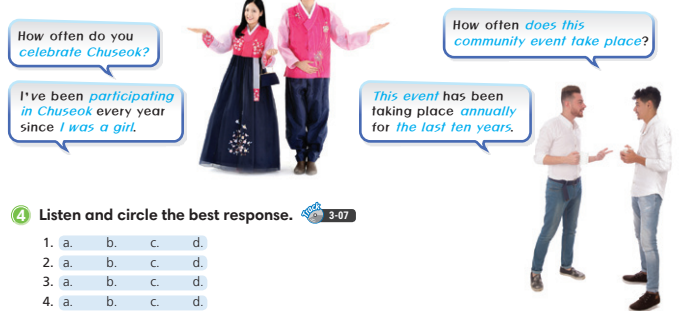


2 Match the words with the definitions.

- | | |
|------------------|--|
| 1. community • | a. happening once a year |
| 2. recognize • | b. usual; not special or different |
| 3. annual • | c. to join in or to act in an event or activity |
| 4. spectacular • | d. to be very interested and excited to do something |
| 5. eager • | e. to put your name and other information on a list |
| 6. ordinary • | f. a group of people who live near each other |
| 7. register • | g. something that is impressive or exciting |
| 8. participate • | h. to know someone because you've seen them before |

Focus

3 Talk with a partner.



4 Listen and circle the best response. 3-07

1. a. b. c. d.
2. a. b. c. d.
3. a. b. c. d.
4. a. b. c. d.

Teacher's Note

Cultural Events and Holidays

Have students get into groups of three to four. Ask each group to come up with a list of their top five favorite holidays and cultural events. As a class, discuss each group's list. Get students to tell you what each cultural event and holiday comprises of. Next, describe your country's top five holidays and cultural events. Make sure to tell students what they comprise of. Finally, go over some of the more unique cultural events and holidays from around the world. Below is a list of some of the more interesting events from around the world.

- | | |
|-----------|---|
| Brazil | → Carnival |
| USA | → Camden, Maine, Windjammer Festival |
| China | → Shanghai, Chinese New Year Celebrations |
| Japan | → Sapporo Snow Festival |
| Ireland | → Dublin, St. Patrick's Day Celebration |
| UK | → Gloucester, Cooper's Hill Cheese Rolling and Wake |
| Hong Kong | → Dragon Boat Carnival |
| India | → Mumbai, Diwali: Festival of Lights |
| Spain | → Pamplona, Running of the Bulls |
| Sweden | → Tallberg, Midsummer's Eve Pagan Festival |

Grammar

5 Look at the table.

Present Perfect Continuous		
The present perfect continuous tense is used to talk about a time between the past and now. form: <i>has / have + been + present participle (verb+ -ing)</i>		
Usages	Signal Words	Examples
to talk about actions which started in the past and have continued up until now	since, for	She <i>has been participating</i> in the event <i>since</i> last year. She <i>has been participating</i> in the event <i>for</i> two years.
to talk about temporary habits or situations	recently, lately	Have you <i>been participating</i> in community events <i>recently</i> ? I've <i>been participating</i> in a lot of events <i>lately</i> .
to talk about actions which have recently finished and have a result in the present		I've <i>been participating</i> in events all day, so I'm exhausted.

6 Unscramble.

- been taking / every semester? / cultural studies classes / Have you / Mr. Charles's

- that's why we / She has been / didn't recognize her. / costume for / wearing her / the entire festival,

- for the / We / all year! / waiting / have been eagerly / annual festival

- cultural events. / I haven't been participating / know about any / so I don't / in the community,

Speak Up

7 Talk with a partner. Take turns asking and answering the questions. On a separate piece of paper, write your partner's answers.

- What have you been doing since this morning?
- What events have you been participating in this year?
- Have you been to any festivals or celebrations recently?
- What annual festivals do you celebrate?
- What cultural festivals have you been studying lately?

8 Fill in the blanks to make a short presentation on your partner's answers. Then share it with the class.

My partner _____ has been 1. _____ since this morning. This year, my partner participated in 2. _____. He / She has gone to 3. _____ recently. In the past, he / she has been to 4. _____. Lately, he / she has been learning about 5. _____.

Challenge

9 Write your own questions. Talk with a partner. Then write a short presentation using your partner's answers.

- Have you been _____?
- How often _____?
- _____?

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
 - Ask students if they know what kind of grammar point is being highlighted.

6 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

- Have you been taking Mr. Charles's cultural studies classes every semester?
- She has been wearing her costume for the entire festival, that's why we didn't recognize her.
- We have been eagerly waiting for the annual festival all year!
- I haven't been participating in the community, so I don't know about any cultural events.

Speak Up

7 Talk with a partner. Take turns asking and answering the questions. On a separate piece of paper, write your partner's answers.

- Tell students to find a partner.
- Ask students to take turns asking and answering the questions.
- Tell students to write their partner's answers on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

8 Fill in the blanks to make a short presentation on your partner's answers. Then share it with the class.

- Ask students to read the paragraph.
- Ask students to fill in the blanks with information about their partners from activity 7.
- Check students' writing to make sure they're doing it correctly.
- Ask each student to share their paragraph with the class.
- Give feedback.

Challenge

9 Write your own questions. Talk with a partner. Then write a short presentation using your partner's answers.

- Tell students to work with the same partner as in activity 7.
- Ask students to make three new questions.
- Tell students to write their questions in the book or on a separate sheet of paper.
- Ask students to take turns asking and answering their new questions.
- Ask students to write a short presentation as in activity 8 using their partners' answers.
- Check students' writing to make sure they're doing it correctly.
- Ask some students to give their presentations to the class.
- Give feedback.


Extra Practice Present Perfect Continuous Game

Tell students to get into groups of three to four. Ask each student to list five verbs. Tell them to match each verb with a signal word: *since*, *for*, *recently*, and *lately*. Next, ask one student to show one of their verb / signal word pairings to the student on their right. Have that student then ask the student to their right a question using the present perfect continuous and the verb / signal word pairing. Tell the student who gets asked the question to answer it using the present perfect continuous. Tell students to repeat this process until everyone's verb / signal word pairings have been exhausted.

Lesson D Writing

Aim: Write a review of a play, movie, or concert

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  3-08

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

Answer Key

- | | |
|-------------|---------------|
| 1. plot | 2. scene |
| 3. analysis | 4. conclusion |
| 5. provide | 6. brief |
| 7. review | 8. worth |

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

- | | |
|----------------------|----------------------|
| 1. analysis / review | 2. plot |
| 3. worth | 4. brief |
| 5. scene | 6. review / analysis |
| 7. provide | 8. conclusion |

Expressions

Phrases to conclude

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.

Teacher's Note

More on Phrases to Conclude


Explain other common phrases to conclude. Make sure students understand when and how to use them. Below is a brief list of other phrases to conclude.

In the end, In conclusion, Finally, Last but not least, To summarize, As previously mentioned, On the whole,	Ultimately, On a final note, Lastly, In summary, For the most part, In any event, In a nutshell,
--	--

D Writing

Aim Write a review of a play, movie, or concert

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  3-08

review	brief	scene	analysis
worth	plot	provide	conclusion

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- We are watching an old movie and then writing a(n) _____ of it for our film studies class.
- Do you think the _____ of the movie is too confusing? I couldn't keep up with the story.
- I don't think those tickets were _____ the high price we paid. That play wasn't very good.
- I liked reading the summary of the play because it was _____. I could read it very quickly.
- My favorite _____ in the movie was when the police chased the robbers on the highway.
- Have you read this _____ of the movie *E.T.*? It says the movie is spectacular.
- This guide will _____ you with a list of all the different concerts in your area.
- After the concert, I came to the _____ that I don't like that band very much.

Expressions

Phrases to conclude

3 Look at the table.

NOTE Use concluding phrases to introduce a summary of your ideas.

Phrase	Usage	Example
in the final analysis	when emphasis is needed	I think <i>in the final analysis</i> , people will find that I'm correct.
all things considered	when things are generally positive	<i>All things considered</i> , the play was worth our time.
all in all	when thinking about all parts of something together	<i>All in all</i> , I thought the plot made sense.
in brief	when giving few details	<i>In brief</i> , I thought the play was very dull.

Extra Practice Full Reviews

After activity 7, ask each student to choose one of their three short reviews. Ask students to expand that three-sentence review into a full review. Make sure students write about things they liked as well as disliked about the show. Tell students to use the review in activity 5 as an example. Have students write their reviews on a separate sheet of paper. When everyone is finished writing, ask some students to share their reviews with the class. Ask other students what was helpful, useful, positive, and negative about the reviews they heard. Remember to ask follow-up questions and give feedback.

4 Read the sentences and write a summary sentence using phrases to conclude. Use each expression only once.

- There were three scenes important to the plot: the marriage scene, the death scene, and the birth scene.

- I thought the review was not worth reading.

- Although the actors were good, the plot was boring, so I have been giving that movie bad reviews.

- That concert was so great! I can't believe we got to see so many bands in one place. It was totally worth it!

5 Read the review. Then complete the activities.



In 2020, I went to see K-Pop superstars the LaLa Girls perform at the Dance-Dance Festival in Seoul Land. I have been watching their videos online for more than five years and was very excited to go to a live concert. I have loved their music since I first saw them on YouTube in 2015. Each of their videos is made up of different scenes that form a plot, making them not only musicians but also storytellers. The LaLa Girls' lyrics provide the words to tell every story. Unfortunately, it is very difficult for them to create the same magic onstage. I am sad to say that their show was terribly dull. One problem was that the main singer's appearance was brief. She was on stage for only a few minutes to wave "hello" to fans. Additionally, the ticket cost 300,000 won, which wasn't worth the LaLa Girls' short, 20-minute performance. However, the ticket did cover the entire festival, including other bands, as well as some activities at the festival. But the other bands were less famous, and I did not enjoy them as much. In conclusion, I find that this band is not worth seeing live. It's a harsh analysis, but I think it's fair. It's smarter to just watch them on YouTube, where you can enjoy the complete storytelling experience.



- Circle the vocabulary words you see in the text.
- Summarize the reviewer's article in one or two sentences.

3. Circle true or false.

- | | | |
|---|------|-------|
| a. The reviewer thought the concert was worth the ticket price. | true | false |
| b. The review writer would likely go to the Dance-Dance Festival again. | true | false |
| c. The LaLa Girls' performance was brief. | true | false |

Writing

6 Choose three concerts, movies, or plays you've been to before. If you can't think of any, create your own. On a separate piece of paper, write short, three-sentence reviews of each.

Structure	Example
Sentence 1: Name of band, movie, or play	I went to see the movie <i>Titanic</i> .
Sentence 2: What you liked or disliked about it	I liked it because it had an excellent plot.
Sentence 3: Summary	All in all, I would probably go see it again.

7 Find a partner. Read each other's reviews. Give each concert, play, or movie they reviewed a rating out of 5.



NOTE

A rating is a quick way to tell how good or bad something is. Things are usually rated out of five stars. Five stars is the best rating and one star is the worst rating.

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4 Read the sentences and write a summary sentence using phrases to conclude. Use each expression only once.

- Ask students to read the sentences.
- Ask students to write a summary sentence using one of the phrases to conclude on the line.
- Tell students to use each phrase from activity 3 only once.
- Check students' answers.

Answer Key

Possible Answers


- All in all, there were three important scenes.
- In brief, I thought the review was not worth reading.
- In the final analysis, I found that the movie was boring.
- All things considered, the concert was great.

5 Read the review. Then complete the activities.


- Ask students to read the review.
- Ask students to answer the questions.
- Check students' answers.

Answer Key

Possible Answers

- 

In 2020, I went to see K-Pop superstars the LaLa Girls perform at the Dance-Dance Festival in Seoul Land. I have been watching their videos online for more than five years and was very excited to go to a live concert. I have loved their music since I first saw them on YouTube in 2015. Each of their videos is made up of different scenes that form a plot, making them not only musicians but also storytellers. The LaLa Girls' lyrics provide the words to tell every story. Unfortunately, it is very difficult for them to create the same magic onstage. I am sad to say that their show was terribly dull. One problem was that the main singer's appearance was brief. She was on stage for only a few minutes to wave "hello" to fans. Additionally, the ticket cost 300,000 won, which wasn't worth the LaLa Girls' short, 20-minute performance. However, the ticket did cover the entire festival, including other bands, as well as some activities at the festival. But the other bands were less famous, and I did not enjoy them as much. In conclusion, I find that this band is not worth seeing live. It's a harsh analysis, but I think it's fair. It's smarter to just watch them on YouTube, where you can enjoy the complete storytelling experience.


- In brief, the concert was not very good. /
All in all, the band was not worth seeing live.
- a. false, b. false, c. true

Writing

6 Choose three concerts, movies, or plays you've been to before. If you can't think of any, create your own. On a separate piece of paper, write short, three-sentence reviews of each.

- Ask students to think of three concerts, movies, or plays that they've been to.
- Tell students to create their own if they can't think of any real ones.
- Ask students to write a three-sentence review of each event they thought of.
- Tell students to follow the structure in the table when they write their reviews.
- Tell students to write their reviews on a separate sheet of paper.
- Check students' reviews to make sure they're writing correctly.
- Ask some students to share their reviews with the class.
- Give feedback.

7 Find a partner. Read each other's reviews. Give each concert, play, or movie they reviewed a rating out of 5.

- Tell students to find a partner.
- Ask students to read one another's reviews.
- Ask students to give each item their partner reviewed a rating out of 5.
- Tell students to write down reasons for their ratings.
- Check students' writing to make sure they're writing correctly.
- Ask some students to share their reviews and ratings with the class.
- Ask follow-up questions.
- Give feedback.

Lesson E Project

Aim: Create a presentation about a cultural festival

Video

1 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

1. b
2. d
3. a
4. c

2 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 3 video.

3 Watch the video. Number the pictures in order.

Video 3

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right
3, 1, 2

4 Watch again. Circle the answers.

Video 3

- Ask students to read the questions.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. b
2. c
3. a
4. d

E Project

Aim Create a presentation about a cultural festival

Video

1 Match the words with the definitions.

- | | | |
|--------------|---|--|
| 1. guide | • | a. an aim or purpose; something you're trying to achieve |
| 2. wrestling | • | b. a book full of important information on a particular subject |
| 3. goal | • | c. a tool with a handle and a curved, open end for holding something |
| 4. scoop | • | d. a sport in which two people try to throw each other to the ground |

2 Look at the pictures. What do you think the video will be about? Talk with a partner.

3 Watch the video. Number the pictures in order.



4 Watch again. Circle the answer.

1. What does Karble misunderstand about the poster?
 - a. the plot of the story
 - b. the meaning of a word
 - c. the date of the performance
 - d. who the actors are
2. Which of these is NOT an activity that at least one of the aliens participated in?
 - a. dancing to music
 - b. watching a play
 - c. registering for a festival
 - d. playing a game
3. Which activity does Burble like the least?
 - a. the classical music performance
 - b. the wrestling match
 - c. the play at the theater
 - d. the Japanese firework festival
4. Which is the correct summary sentence?
 - a. Burble and Karble have been visiting Earth before and will likely continue to do so.
 - b. Burble feels strange about visiting Earth, but in the end, he has an anxious experience.
 - c. They have gone to Earth before; this time, they wore funny disguises and played music.
 - d. They went to Earth and did a number of different activities, such as viewing fireworks.

5 Cross out the error in each sentence and write the correction underneath. There is one error in each sentence.

1. I read the guide. But what do you planned have?
2. No, thanks! Earthling music is dulling and boring. To be brief, I don't like it!
3. This is a play. Can't you recognized the actors?
4. Japan? Wow! We's never been to Japan before.
5. I don't know... I've being thinking, though, that being strange can be a lot of fun.



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5 Cross out the error in each sentence and write the correction underneath. There is one error in each sentence.

- Ask students to read the sentences.
- Ask students to cross out the error in each sentence.
- Ask students to write the corrections next to each sentence.
- Check students' answers.

Answer Key

1. I read the guide. But what do you **have planned**?
2. No, thanks! Earthling music is **dull** and boring. To be brief, I don't like it!
3. This is a play. Can't you **recognize** the actors?
4. Japan? Wow! **We've** never been to Japan before.
5. I don't know ... I've **been** thinking, though, that being strange can be a lot of fun

6 Research a cultural festival online, or choose one of the festivals on p. 144. Fill in the chart below.

Question	Answer
What is the name of the festival?	
What is the festival's origin? (Where did it begin and why?)	
What kind of entertainment is there?	
Would you participate in any of the events? If yes, which ones? If no, why not?	
Is this festival annual? If not, how often does it happen?	
What part of the festival sounds like the most fun?	
What part sounds like the least fun?	
How much is admission to the festival, or how much do you think it should be?	
Do you think it's worth the price of admission?	
In summary, what do you think of the festival? Give it a rating out of 5.	

7 Using the information from the chart above, write a presentation about the festival on a separate piece of paper.

8 Present your report to the class.



8 Present your report to the class.

- Ask each student to give their presentation to the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice Festival Reviews

During activity **8**, ask each student to take notes on each presenter's festival. After activity **8**, have about each student choose one of the festivals they just heard and took notes on. Ask students to pretend they went to the festival and to write a review about it. Tell students to write about the things they liked and disliked about the festival. Ask students to write their reviews on a separate sheet of paper. Tell students to research their chosen festivals online if needed. When everyone is done writing, ask some students to share their reviews with the class. Remember to ask follow-up questions and give feedback.

Teacher's Note

Your Festival Review

To help students with the Extra Practice, prepare a festival review of your own before class. Make sure to choose an appropriate festival and one that students will easily understand. Include all the relevant information about the festival and things you liked and disliked about it. Before sharing your review, ask students to prepare questions about it as you present it. Then at the end of your presentation, let students ask their questions.

21st Century Skills

6 Research a cultural festival online, or choose one of the festivals on p. 144. Fill in the chart below.

- Ask students to choose a cultural festival and research it online, or choose one of the festivals from page 144.
- Ask students to read the questions in the table.
- Ask students to write the answers in full sentences on the lines with information about their festivals and their opinions.
- Check students' work to make sure they're writing correctly.
- Give feedback.

7 Using the information from the chart above, write a presentation about the festival on a separate piece of paper.

- Ask students to write a presentation for the festival they wrote about in activity **6**.
- Tell students to write their presentations on a separate sheet of paper.
- Check students' presentations to make sure they're writing correctly.
- Give feedback.

This unit will give students the ability to talk about money, saving, and financial advice using modals of necessity, the future perfect and future perfect continuous tenses. Students will also learn how to make a long-term financial plan.

Scan the QR code to download the Unit 4 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 4 AIMS

Lesson A: Listen to people ask for and receive advice about money

Lesson B: Read about students' financial issues

Lesson C: Give someone financial advice

Lesson D: Write a financial plan

Lesson E: Create a budget for a project

Target Skills

Lesson A: Listening

Lesson B: Reading

Lesson C: Speaking

Lesson D: Writing

Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
advise benefit budget due financial income priority remain	contract loan long-term obligation payment positive struggle sum
Lesson C	Lesson D
additional calculate decent estimate judge part-time / full-time recover reflect	description divide expense label section spreadsheet useless value
Lesson E	
bank beauty salon college hardware store office	

MANAGING YOUR MONEY



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people ask for and receive advice about money
- B Reading** Read about students' financial issues
- C Speaking** Give someone financial advice
- D Writing** Write a financial plan
- E Project** Create a budget for a project



Look at the photo and answer the questions.

1. What's happening in the picture?
2. What are some things you're saving for?
3. How do you save money?
4. What are some ways to earn and save money?

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Key Grammar

modals of necessity

We often use *have to* / *don't have to* and *need to* / *needn't* to express obligation and lack of obligation.

Examples

A: Do I *have to* pay back the money you loaned me?
B: Yes, you do. / Yes you *have to*.

A: Do I *need to* go to the bank to transfer money?
B: No, you don't. / No, you *needn't*.

I *didn't have to* go to soccer practice that day, so I met my friends in the park.

She *didn't need to* write a thank you letter, but she wanted to be polite.

future perfect

The future perfect tense is used to show that one action finishes before another action or time in the future. The tense is formed using *will + have + past participle*.

Examples

I *will have visited* 10 countries by the time I graduate university.

future perfect continuous

The future perfect continuous tense is used to show that one action continues until another action or time in the future. The tense is formed using *will + have + been + verb + -ing*.

Examples

I *will have been living* in Japan for 10 years by this time next year.

Unit 4 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 4 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about money, saving, and jobs.

Ex.

How important is money to you? Why? Describe something you saved up for. How long did you save up for it? How did you feel after you spent your savings?

Do you think it's OK for students to have jobs? Why? What are some common jobs students have in your country?

At what age do most people get a job in your country?

Lesson A Listening

Aim: Listen to people ask for and receive advice about money

Vocabulary

1 Listen and number. 4-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

7. financial
4. advise
6. benefit
2. remain
1. due
5. priority
3. budget
8. income

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. c | 2. a |
| 3. f | 4. g |
| 5. d | 6. b |
| 7. h | 8. e |

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different financial issues and advice.

4 Read the sentences. Then circle the letter where the given word or phrase fits best.

- Ask students to read the sentences.
- Ask students to circle the letter where each given word or phrase fits best.
- Check students' answers.

Answer Key

- | | | | | |
|------|------|------|------|------|
| 1. a | 2. c | 3. c | 4. c | 5. c |
|------|------|------|------|------|

A Listening

Aim Listen to people ask for and receive advice about money

Vocabulary

1 Listen and number. 4-01



2 Match the words with the definitions.

- | | |
|----------------|---|
| 1. due • | • a. related to money, or how money is managed |
| 2. financial • | • b. the amount of money a person makes |
| 3. priority • | • c. something expected to happen or arrive at a certain time |
| 4. benefit • | • d. a list of how much money is spent on certain things |
| 5. budget • | • e. to give someone a professional opinion |
| 6. income • | • f. something that is most important |
| 7. remain • | • g. something that is helpful or good |
| 8. advise • | • h. to stay the same |

Focus

3 Talk with a partner.

How much money must I save by the time I graduate high school?

How much money should I have before I go to college?

What kind of financial plan should I have by next week?

It depends on how much you want to have by then.

You should try and save three thousand dollars before then.

By next week, you should know your annual income and how much you spend each year.

4 Read the sentences. Then circle the letter where the given word or phrase fits best.

- (a) I've paid for my dinner, (b) I will have no money left (c). (by the time) a. b. c.
- My book report (a) will be (b) due (c). (by then) a. b. c.
- (a) I'll call (b) my financial advisor (c) I go to college. (before) a. b. c.
- (a) Please remember your bill (b) is due (c). (by next Tuesday) a. b. c.
- This assignment (a) needs to (b) be finished (c). (before tomorrow) a. b. c.

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Extra Practice Financial Goals

Have students practice talking about their financial goals using the patterns below.

"What are you saving for?" / "I'm saving for (item / idea)."

How are you saving for (item / idea)?" / "I'm saving for (item / idea) by (saving plan)."

"What is your financial goal?" / "My financial goal is (goal)."

Ex.

What are you saving for? / I'm saving for a new bike.
How are you saving for a new bike? / I'm saving for a new bike by saving 50 percent of my allowance every week.

What is your financial goal? / My financial goal is to have enough money to pay for college.

Expressions

Expressions about money

5 Look at the table. Then fill in the blanks.

Expression	Meaning	Examples
stingy	not generous, not giving or spending money	She's so <i>stingy</i> she only paid me one dollar for cutting her grass.
broke	having no money	I'm <i>broke</i> , so I can't afford to ride the bus.
nest egg	an amount of money saved for the future	I have a <i>nest egg</i> for the day I get married.
pay into	to put money into an account	I <i>pay into</i> my savings account every month.
pay off	to finish paying back money borrowed	I finally <i>paid off</i> the debt I owed my father.
pay up	to have to pay for something	You need to <i>pay up</i> by Monday because that's what you agreed to.

- Mrs. Brown's Buttertarts is a _____ company; they pay a very low wage.
- I can't believe we're so _____ we can't even go to the movies.
- If I _____ this account once a week, by next year I'll have a nice _____.
- If I save money for college now, I'll have less debt to _____ after I graduate.
- My brother said I need to _____ all the money I borrowed by next week, or he'll tell Mom.

Listen Up

6 Listen and circle the answers. 4-02

- What is Mr. Woo's job?
a. teacher b. advisor c. school counselor
- What's Willow going to start?
a. a nest egg b. an income c. high school
- What's Mr. Woo's advice?
a. pay into an account b. pay off an account c. pay up an account
- Why does Willow want to save money?
a. to go shopping b. for her education c. for a gift

7 Listen again. Then circle the words you hear. 4-02

financial	advise	remain	benefit
broke	stingy	due	income

8 Unscramble.

- top priority / Saving for my college / time I finish high / education by the / school is my _____
- that will really / Well, what I can do / a budget for you. / to make / help you, is _____
- but I / be too broke. / don't want to / sounds good, / OK, that _____
- least five thousand / should have at / dollars saved / I think you / before college. _____
- my income / about half of / So, that means / for other things! / will remain _____

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Expressions

Expressions about money

5 Circle true or false.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.
- Ask students to read the sentence prompts.
- Ask students to fill in each blank with the best word or expression.
- Check students' answers.

Answer Key

- stingy
- broke
- pay into, nest egg
- pay off
- pay up

Listen Up

6 Listen and circle the answers. 4-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- b
- a
- a
- b

7 Listen again. Then circle the words you hear. 4-02

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Check students' answers.

Answer Key

From left to right, top to bottom

financial, advise, remain, broke, stingy, income

8 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

- Saving for my college education by the time I finish high school is my top priority.
- Well, what I can do that will really help you, is to make a budget for you.
- OK, that sounds good, but I don't want to be too broke.
- I think you should have at least five thousand dollars saved before college.
- So, that means about half of my income will remain for other things!

Teacher's Note

More Expressions About Money


Explain other expressions about money. Make sure students understand when and how to use them. Below is a list of other expressions about money.

Expression	Meaning
to break the bank	to cost a lot
to cost an arm and a leg	to be very expensive
to pay through the nose	to pay a lot
to splurge on	to waste money on
to be loaded	to be rich
to be sitting on a goldmine	to have a lot of money
to have money to burn	to have more money than you need to spend
to be skint	to have little or no money
to scrimp and save	to spend as little as possible to save money
a cheapskate	someone who doesn't want to spend money
a spendthrift	someone who spends money irresponsibly

Lesson B Reading

Aim: Read about students' financial issues

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  4-03

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

Answer Key

1. long-term
2. sum
3. struggle
4. contract
5. obligation
6. loan
7. positive
8. payment

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. obligation
2. sum
3. payment
4. positive
5. long-term
6. loan
7. struggle
8. contract

Pre-reading


3 Look at the pictures. Talk with a partner. Why do you think the girl in the photos is struggling? What problems do you think she's trying to solve?

- Ask students to find a partner.
- Ask students to look at the pictures.
- Ask students to take turns asking and answering the questions in the directions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

B Reading

Aim Read about students' financial issues

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  4-03

loan	positive	contract	sum
payment	obligation	long-term	struggle



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. As a teacher, it's my _____ to give students the best education I can offer.
2. My parents have already spent a huge _____ of money on my education.
3. I have to go to the bank again today. I owe them another _____.
4. Success is about being confident and hopeful. If you stay _____, you will succeed!
5. Do you think we'll get to stay here _____? Or do you think we'll leave here soon?
6. How much money can you _____ me? I can pay you back next week.
7. I don't have much money to spend. I often _____ to save my money.
8. I'm very excited. I just signed a(n) _____ for a part-time job at a summer camp.

Pre-reading

3 Look at the pictures. Talk with a partner. Why do you think the girl in the photos is struggling? What problems do you think she's trying to solve?



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Teacher's Note

Banking Vocabulary and Expressions

Explain some banking vocabulary and expressions to students. Make sure they understand when and how to use them. Below is a list of some banking vocabulary and expressions.

- balance – the money one has in an account
- bank charge – money paid to the bank for a service
- credit – money spent that must be repaid
- debit – money deducted from a bank account
- deposit – to put money into an account
- interest – an amount of money charged by the bank for lending you money
- loan – money lent that must be repaid with interest
- overdraft – a deficit in a bank account caused by taking out too much money
- payee – a person to whom money is paid
- monthly statement – a monthly record of one's accounts at a bank
- withdraw – to take money out of an account

4 Read the article. 4-04

STUDENT STRUGGLES



My name is Yu Yan, and I'm very excited to be a college student. No one from my family has ever gotten a post-secondary education before; for them, getting an education beyond high school was not a priority. But that will all be changing very soon! By the time you read this, I will have been attending college for almost three years. This means that I'll be graduating soon! [a]

But don't be fooled, getting here wasn't easy! First of all, college is very expensive. In order to pay for my education, I had to go to the bank and get a loan. A loan is a type of contract made between you and the bank; it is an agreement you make where the bank gives you a large sum of money, and you promise to pay it back along with bank fees which are called "interest." [b] Once you sign the loan contract, the bank gives you the money, and then you have an obligation to repay the debt. Usually, you pay off a loan by making single payments once a month, but if you're not too broke, you can also choose to pay the loan off more quickly, by making payments more often: for example, bi-weekly—payment every two weeks.

Besides financial difficulties, being a student certainly isn't easy—you are always working very hard and often have very little money for food and shopping. It can be a real struggle! Then, once school is done, you must find work as soon as possible so that you can begin repaying your debt. So, even after finishing school, you still don't have a lot of money! It might sound bad, but I think it's important to keep a positive attitude. I know that if I work hard and continue making my monthly payments, I will have paid off my student debt by the time I turn 30.

School is a very serious, long-term commitment. It's important to get financial advice before you begin. It's also important to think carefully about what sort of career you want to have. Once you decide to go to school, you need to finish your courses quickly in order to graduate with the least amount of debt. Otherwise, you might end up with useless credits and an enormous debt. [c]

I am looking forward to the day I graduate from college. I hope someday you will be, too.

NOTE
A post-secondary education is any education that takes place after high school. Usually, it refers to college and university.

Comprehension

5 Circle true or false.

- | | | |
|--|------|-------|
| 1. Yu Yan is finished with college. | true | false |
| 2. All contracts are loans. | true | false |
| 3. You must pay back student loans bi-weekly. | true | false |
| 4. Repaying a student loan is a long-term task. | true | false |
| 5. The writer advises students to take their time choosing their career. | true | false |

6 Talk with a partner.

- How much planning have you put into getting a post-secondary education?
- What are some ways to reduce student loans or debt?
- Is college or university expensive in your country?
- Do you agree with Yu Yan's attitude toward student debt?

Challenge

7 Read the statements. Where do they belong in the passage? Circle the answers.

- I suggest you start thinking about it now because you don't want to waste time and money later. [a] [b] [c]
- Once I graduate, I'll look for a job or continue with school to get a Master's degree. [a] [b] [c]
- Sometimes, you don't receive the whole sum of money at once; instead you get it in smaller payments. [a] [b] [c]

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4 Read the article. 4-04

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. false
2. false
3. false
4. true
5. true

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Challenge

7 Read the statements. Where do they belong in the passage? Circle the answers.

- Ask students to read the sentences.
- Ask students to circle the letter corresponding to where each sentence should fit in the passage.
- Check students' answers.

Answer Key

1. c
2. a
3. b

Extra Practice Make a Financial Plan for the Next 10 Years

Tell students to find a partner. Then have each student think of their expenses for the next 10 years. Tell them to think of the things they're going to have to buy and pay for. Then have students think about how they are going to pay for those things.

Tell students to think of the jobs they want to have. Ask students to make an outline that shows their expenses, savings, and payment plans. Remember to have each student make their own outline. Tell students to write their outlines on a separate sheet of paper. Finally, have students practice asking and answering questions about their financial plans.

Check students' plans and conversations to make sure they're doing them properly. After everyone has completed and has practiced talking about their plans, ask some students to present their financial plans to the class. Remember to ask follow-up questions and give feedback.

Lesson C Speaking

Aim: Give someone financial advice

Vocabulary

1 Listen and number. 4-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- | | |
|--------------------------|-------------|
| 6. part-time / full-time | 4. estimate |
| 7. recover | 2. judge |
| 5. calculate | 8. decent |
| 3. additional | 1. reflect |

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. c | 2. g |
| 3. a | 4. h |
| 5. d | 6. b |
| 7. e | 8. f |

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different financial issues and advice.

4 Read the answers and circle the correct words / phrases. Then write the questions. Practice asking each other the questions and reading the answers.

- Ask students to read the answers.
- Ask students to circle the correct word / phrase in each answer.
- Ask students to write an appropriate question on each line.
- Check students' answers.
- Tell students to find a partner.
- Ask students to take turns asking and answering the questions.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

C Speaking

Aim Give someone financial advice

Vocabulary

1 Listen and number. 4-05



2 Match the words with the definitions.

- | | | |
|---------------|---|--|
| 1. decent | • | a. to show something or be a sign of something |
| 2. calculate | • | b. get back something lost or get back money spent |
| 3. reflect | • | c. something that is acceptable or good |
| 4. full-time | • | d. to guess the cost, size, or how much money something is |
| 5. estimate | • | e. to decide what you think about something |
| 6. recover | • | f. an increased number of; extra |
| 7. judge | • | g. to discover an amount or number using mathematics |
| 8. additional | • | h. happening or working for the whole of the working week |

Focus

3 Talk with a partner.

NOTE You can say "until after" or "until" but never "until before".

When should I start contributing money to a savings account?

When should I apply for a student loan?

When should I make my budget?

You should start paying into it as soon as you have any additional money.

You needn't apply for a loan until after you're accepted into college.

You need to have an income and estimated expenses before you make your budget.

4 Read the answers and circle the correct words / phrases. Then write the questions. Practice asking each other the questions and reading the answers.

- Q: _____
A: You should start saving a decent amount of money as soon as / until after you're working full-time.
- Q: _____
A: You should finish high school before / as soon as starting to work full-time hours.
- Q: _____
A: You shouldn't quit working until / before after you have saved enough money to retire.

Answer Key

Possible Answers

- Q: When should I start saving money? A: as soon as
- Q: When should I start working full-time? A: before
- Q: When should I quit working? A: until

Teacher's Note

Must and Mustn't

Explain to students that *must* and *mustn't* can also be used as modals of necessity. Make sure students understand when to use each modal.

Ex.

- I *must* renew my driver's license.
- I *must* remember to do my homework.
- I *mustn't* show my report to other classmates.
- I *mustn't* forget to turn in the assignment.

Grammar

5 Look at the table.

Modal Verbs of Necessity			
Modal	Example	Positive	Negative
have to / don't have to	Do I <i>have to</i> pay the bill as soon as I use the card?	Yes, you <i>have to</i> .	No, you <i>don't have to</i> .
need to / needn't	Do I <i>need to</i> fill out this form before I get a loan?	Yes, you <i>need to</i> .	No, you <i>needn't</i> .

Both *didn't have to* and *didn't need to* are used to talk about past actions that were not necessary.

I *didn't have to* do any homework, so I hung out with my friends.
I *didn't need to* do the assignment, but I wanted to get the extra credit.

6 Unscramble.

- to lend me / college. / before I left for / You didn't have / additional money

- have to / a lot more trips / I'd go on / if I didn't / work full-time.

- to make a lot of / I have / habits last year. / recover from / money to / my bad spending

- calculate how / You need to / you can spend / much money / go shopping. / before you

Speak Up

7 Talk with a partner. Role-play. One of you is a financial advisor and the other is a student applying for a student loan. Take turns in each role. Start with the questions provided, and then make up your own.



student
Talk about why you want the loan and why you need it.

Ex. I will be going to university to become a doctor.



financial advisor
Ask the student about their budget, income, and financial plans.

Ex. Do you know how much you'll be spending on rent?



Challenge

8 Decide whether or not you'd give your partner in 7 the bank loan. Talk about why or why not.

Ex. I'm happy to offer you a loan today. Your budget is well planned and you have created an achievable savings goal.

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Speak Up

7 Talk with a partner. Role-play. One of you is a financial advisor and the other is a student applying for a student loan. Take turns in each role. Start with the questions provided, and then make up your own.

- Tell students to find a partner.
- Ask students to take turns role-playing a conversation between a financial advisor and a student applying for a student loan.
- Tell students to use the given questions at first and then make up their own.
- Tell students to write their conversations on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Give feedback.

Challenge

8 Decide whether or not you'd give your partner in 7 the bank loan. Talk about why or why not.

- Tell students to work with the same partner as in activity 7.
- Ask students to take turns talking about whether or not they would give the bank loan.
- Tell students to provide reasons for their decision.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Give feedback.

Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
 - Ask students if they know what kind of grammar point is being highlighted.

6 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

- You didn't have to lend me additional money before I left for post-secondary school.
- I'd go on a lot more trips if I didn't have to work full-time.
- I have to make a lot of money to recover from my bad spending habits last year.
- You need to calculate how much money you can spend before you go shopping.

Extra Practice Financial Advice Mingle

Before class, prepare a list of five different financial situations, for example, "I have to get a loan to pay for my car." or "I have to save \$5,000 to pay my tuition." Make sure to print out enough lists for each student in your class. During class, give a list of the situations to each student. Ask students to each write down three more financial situations. Tell students to write them on the list you gave them. When they are done, ask students to walk around and get advice from a different person for each financial situation. Tell students to write the advice they receive underneath the situation it is for. When everyone is done, ask some students about the advice they received. As a class, discuss if the advice is sound or not. Discuss what could have been added. Remember to ask follow-up questions and give feedback.

Lesson D Writing

Aim: Write a financial plan

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 4-06

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

Answer Key

1. expense
2. divide
3. section
4. description
5. label
6. useless
7. value
8. spreadsheet

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. spreadsheet
2. value
3. Divide
4. useless
5. section
6. label
7. description
8. expense

Grammar

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

D Writing

Aim Write a financial plan

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear. 4-06

value useless label divide spreadsheet expense section description



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. Did you see the _____ of the university's fees? It'll tell you how much and what you're paying for.
2. I need to know the _____ of this jewelry before I sell it online.
3. _____ your annual shopping costs by fifty-two, then you'll know what you spend weekly.
4. If you ask me, this new financial planning program is kind of _____. It's not helpful at all.
5. You can find that in the non-fiction _____ of the bookstore; toward the back.
6. Can we _____ the first file as "food receipts"?
7. For our next meeting, I'd like a(n) _____ of your financial needs.
8. I think spending \$20 dollars a week at the café is a reasonable _____, but my mom disagrees.

NOTE Have will never be has, because it is always modal + base verb.

Grammar

3 Look at the table.

Future Perfect & Future Perfect Continuous

Future perfect tense is used when you think the first future action will finish *before* the second future action.

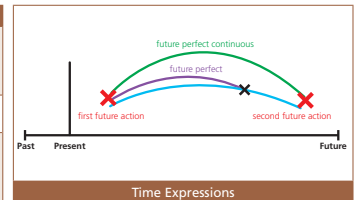
form: will + have + past participle

Ex. I will have written a financial plan for college before I graduate high school.

Future perfect continuous tense is used when you think the first future action will continue *until* the second future action.

form: will + have + been + verb root + -ing

Ex. I will have been saving money for ten years by the time I'm going to college.



Time Expressions
by, by the time, before, till / until, by then, after, next, for, tomorrow

Extra Practice Future Perfect and Future Perfect Continuous Race

Before class, prepare a list of 20 to 30 verbs. Next to each verb, write down either "future perfect" or "future perfect continuous." Make sure to have an even distribution of each. During class, split the class into two teams. Tell each team to line up at the front of the class. Show or tell the first student in each line the first verb and verb tense. Tell them they are to say a correct sentence with the verb and the verb tense using a time clause of their choosing. The first student to correctly say a sentence wins a point for their team. Tell the first two students to then go to the back of their respective lines. Repeat this process until the items on the list are exhausted or until every student has had a turn. The team with the most points at the end wins the game.

4 Complete the sentences using the given verbs and tenses.

- I _____ (save) for a new car for two weeks as of Tuesday. (future perfect continuous)
- She _____ (finish) the spreadsheet by then, so we can write the financial report. (future perfect)
- They _____ (label) files for three hours before we get there. (future perfect continuous)
- I _____ (read) the expense report before work tomorrow. (future perfect)
- She _____ (work) full-time for a year by the time she's saved enough money. (future perfect continuous)

NOTE
Tuition is a fee a school charges for a student to attend.

5 Read the profile. Then answer the questions.

Ginny is a high school student who wants to go to university as soon as she graduates in four years. She knows the value of a college education, so she's making a long-term financial plan using a spreadsheet. To begin, she will list every expense she will have once she starts school: rent, food, shopping, tuition, etc. She'll then divide each of her expenses into different categories with different labels. Once she's done, she will have figured out how much money she needs.

Ginny's Financial Profile	
Rent – \$400 / month	Tuition – \$6500 / year
Food – \$75 / week	Car payments – \$100 / bi-weekly
Shopping (clothes) – \$25 / week	Gas – \$35 / week
Shopping (make-up) – \$25 / month	Eating out (fast food, pizza, etc.) – \$80 / month

- When will Ginny have finished high school? _____
- Which expenses do you think Ginny can reduce? _____
- What are some other expenses she might have? _____

- Why is making a budget before attending college important? _____

Writing

6 Help Ginny plan for university in your country. Use the examples in 5 and 6 to help you. On a separate piece of paper, make a budget spreadsheet.

Ex. **NOTE** There are 52 weeks in a year, 12 months in a year, and 4 weeks in a month.

Expenses Category	Annual Cost (52 weeks or 12 months)	Monthly Cost (4 weeks)	Weekly Cost
Rent	400 x = \$4800	\$400	÷ 4 = \$100
Food		4 x 75 =	\$75
Tuition	\$6500	6500 ÷ =	
Total			

7 On a separate piece of paper, write a financial report for Ginny. Answer the questions below in the report.

- What will she have spent after one week? After one month? One year?
- How much will she have spent by the time she graduates from university?
- When do you think she should start saving?
- How much do you think she should save before she starts university?

NOTE
Try and write your own budget like Ginny's. This might be helpful in the future.

Writing

6 Help Ginny plan for university in your country. Use the examples in 5 and 6 to help you. On a separate piece of paper, make a budget spreadsheet.

- Ask students to look at the table.
- Ask students to complete the table.
- Ask students to make a budget plan to help Ginny prepare for university in your country.
- Tell students to use the information in activities 5 and 6.
- Tell students to make a budget spreadsheet on a separate sheet of paper.
- Check students' spreadsheets to make sure they're doing them correctly.
- Ask some students to present their spreadsheets to the class.
- Ask follow-up questions.
- Give feedback.

7 On a separate piece of paper, write a financial report for Ginny. Answer the questions below in the report.

- Ask students to write a financial report for Ginny.
- Ask students to answer the questions in their reports.
- Tell students to write their reports on a separate sheet of paper.
- Check students' reports to make sure they're writing correctly.
- Ask some students to present their reports to the class.
- Ask follow-up questions.
- Give feedback.

4 Complete the sentences using the given verbs and tenses.

- Ask students to read the sentence prompts.
- Ask students to write the given verb in each blank in the stated tense.
- Check students' answers.

Answer Key

- will have been saving
- will have finished
- will have been labeling
- will have read
- will have been working

5 Read the profile. Then answer the questions.

- Ask students to read the profile.
- Ask students to answer the questions.
- Check students' answers.

Answer Key

Possible Answers

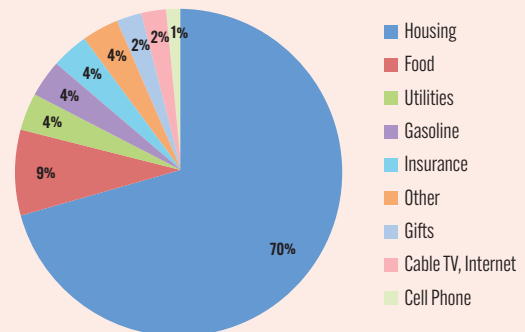
- She will have finished it in four years.
- She can spend less on shopping, clothing, make-up, and eating out.
- Other expenses may include stationery, insurance, and vacations.
- It's good to know how much money one will have to spend.

Teacher's Note

Financial Reports: Graphs and Diagrams

As part of activity 7, explain to students that financial reports include graphs and diagrams. Show some examples to students, such as monthly spending graphs or pie charts. Then tell them to add at least one graph or pie chart in their financial reports. If students are having a hard time coming up with ideas for a graph, tell them that they can include a simple graph or pie chart like the example below.

Expenses Breakdown



Lesson E Project

Aim: Create a budget for a project

Video

1 Write the words in the box under the correct picture.

- Ask students to read the words in the box.
- Ask students to write the word / phrase under the correct picture.
- Check students' answers.

Answer Key

1. college
2. hardware store
3. beauty salon
4. bank
5. office

2 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 4 video.

3 Watch the video. Number the pictures in order.

Video 4

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right

- 1, 2, 3

4 Watch again. Circle the answers.

Video 4

- Ask students to read the questions.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key






1. d
2. c
3. c
4. c
5. b

E Project

Aim Create a budget for a project

Video

1 Write the words in the box under the correct picture.

office	beauty salon	college	hardware store	bank
				
1. _____	2. _____	3. _____	4. _____	5. _____

2 Look at the pictures. What do you think the video will be about? Talk with a partner.

3 Watch the video. Number the pictures in order.



4 Watch again. Circle the answers.

1. What does Ralph mean when he says that getting some advice on his budget "couldn't hurt."
 - a. that he isn't afraid of getting advice
 - b. that getting advice won't cause him pain
 - c. that he needs to get advice
 - d. that getting advice isn't a bad idea
2. What are Ralph and his coworker concentrating on?
 - a. work
 - b. beauty school
 - c. the future
 - d. school
3. Why does Jamie say she thinks Ralph will still have to get a student loan?
 - a. because college is very expensive and most who go require a loan
 - b. because Ralph has not applied for any scholarships yet
 - c. because Ralph can't save enough to pay for more than one year
 - d. all of the above
4. What will Ralph probably NOT do?
 - a. apply for a student loan
 - b. apply for a scholarship
 - c. apply for a job with Jamie
 - d. apply to a college
5. What steps has Ralph taken to achieve his dream?
 - a. He has been working and applying for scholarships.
 - b. He has been working and saving his money.
 - c. He has been saving his money and applying for scholarships.
 - d. He has been visiting financial advisors and has applied for scholarships.

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Teacher's Note

Scholarships

Explain some of the more common types of scholarships to students, such as sports scholarships and academic scholarships. Then have students find a partner. Ask each pair of students to describe three more kinds of scholarships. Tell students to research online if needed. When everyone is done, list all the types of scholarships on the board. Then ask each student to choose one scholarship. Have them research online to find the requirements and parameters of the scholarship they chose and a preferred university that offers it. When everyone is done, ask some students to present their work to the class. Remember to ask follow-up questions and give feedback.

5 Get in groups. You will be making a plan to build something with your group members. You can choose one of the three projects below, or think of a new project to work on.

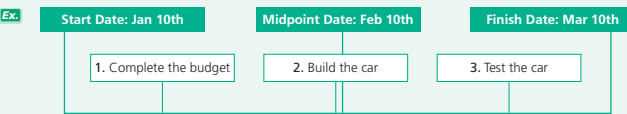


6 Think about the materials you will need for your project. How much will they cost? Estimate the amount or research online. Create a spreadsheet showing the item, amount, and cost.

Ex.

Project Title			
Item	Cost	Amount	Total Cost
flour	\$8.00	4 bags	\$32.00
sugar	\$4.00	3 bags	\$12.00
Total			\$44.00

7 On the same piece of paper, create a timeline for your project. Make at least five goals on your timeline, then write some sentences about your goals.



Ex. By February 10th, we will have completed the budget. We will already have been building the car for two weeks. By March 10th, we will have tested the car and the project will be finished.

8 Present your spreadsheet and timeline to the class. Which group had the best plan? Why?

Tip Begin your presentation with a topic sentence explaining what project you chose and why.



7 On the same piece of paper, create a timeline for your project. Make at least five goals on your timeline, then write some sentences about your goals.

- Ask students to make timelines for their projects.
- Ask students to include at least five goals in their timelines.
- Ask students to write a sentence in the future perfect tense or future perfect continuous tense to describe each goal.
- Tell students to put their timelines and sentences on the same sheet of paper as their spreadsheets.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

8 Present your spreadsheet and timeline to the class. Which group had the best plan? Why?

- Ask each group to present their work to the class.
- Discuss which group had the best plan and why.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

Class Project

After activity **8**, tell students to stay in the same groups. Tell them that they are now going to do a class project in which each group will have a different part to work on. To start off, ask each group to come up with a project idea, such as building a new school or creating the perfect park. After each group has come up with an idea, discuss them as a class. Vote on the best project idea. Then take that idea and assign a different aspect of it to each group, or have students come up with their own aspects of the project. Make sure there is no overlap. Next, ask each group to make a spreadsheet and timeline for their aspect of the project, as in activities **6** and **7**. Ask students to draw pictures and make graphs as well. To add a level of critical planning, tell the class that there is a set budget for the overall project and divide the budget between the groups. When every group is done working, have them present their ideas to the class. As a class, discuss what could have been added and changed to each group's work. Remember to ask follow-up questions and give feedback.

21st Century Skills

5 Get in groups. You will be making a plan to build something with your group members. You can choose one of the three projects below, or think of a new project to work on.

- Tell students to get into groups of three or four.
- Ask students to choose one of the projects, or think of their own project to work on.

6 Think about the materials you will need for your project. How much will they cost? Estimate the amount or research online. Create a spreadsheet showing the item, amount, and cost.

- Ask students to think of the materials they will need for their projects.
- Ask students to think about the amount of each material they will need and its unit cost.
- Tell students to research online if needed.
- Ask students to make a spreadsheet showing each material they need, how much of each material they will need, the unit cost of each material, the total cost of each material, and the grand total of all the materials.
- Tell students to make their spreadsheets on a separate sheet of paper.
- Check students' spreadsheets to make sure they're doing them correctly.
- Give feedback.

1 Read and choose the best words to fill in the blanks.

- Ask students to read the passage.
- Ask students to circle the best words to fill in the blanks.
- Ask students to write the words in the blanks.
- Check students' answers.

Answer Key

- a, ordinary
- c, reviews
- b, positive
- b, performer
- d, plot
- a, admission

2 Read and fill in the blanks using the word box. One word is not used.

- Ask students to read the passage.
- Ask students to write the correct word from the box in each blank.
- Check students' answers.

Answer Key

- budget
- calculate
- priorities
- expenses
- spreadsheet
- sum
- remains

Teacher's Note

Vocabulary for Giving Reviews

Explain to students some other vocabulary related to giving reviews. Make sure students understand how and when to use the phrases below.

- produced / directed by
- well / poorly directed
- ... is set in ...
- the script / movie / play was tightly written / directed
- the story unfolds in ...
- ... provides the setting for ...
- create a certain atmosphere / mood
- ... gave an exceptional / terrible performance
- ... does a good / bad job as ...
- the performances in ... were / are excellent / terrible
- ... gives the part much personality
- ... is very / not so convincing as ...
- full of tension
- the story's development is / was ...
- unexpected plot twists
- one of the most surprising / amazing moments was ...

1 Read and choose the best words to fill in the blanks.

Yesterday I went to see *Bright Star*, a movie about a(n) 1. _____ girl from a poor family who becomes a famous singer. It surprised and disappointed me. I had read several 2. _____ of this movie, and all of them were 3. _____. But they were wrong! It's true that the star of the film is a great 4. _____—she can act and sing very well. But the 5. _____ was confusing, which made it dull. I could see that other members of the audience agreed with me, because some of them fell asleep! I'm unhappy that I paid \$20 for 6. _____ because it wasn't worth it.



- | | | | |
|------------------|----------------|---------------|--------------|
| 1. a. ordinary | b. brief | c. additional | d. stingy |
| 2. a. ceremonies | b. sections | c. reviews | d. labels |
| 3. a. regular | b. positive | c. eager | d. long-term |
| 4. a. influence | b. performer | c. style | d. section |
| 5. a. priority | b. contract | c. community | d. plot |
| 6. a. admission | b. description | c. origin | d. value |

2 Read and fill in the blanks using the word box. One word is not used.

spreadsheet	priorities	calculate	sum
expenses	remains	due	budget

Are you a student working your way through college? In order to manage your money, it's a good idea to make a monthly 1. _____. The first step is to 2. _____ your monthly income. Then you must put your 3. _____ in order. Ask yourself which things are necessary 4. _____, and which things are less important. List them in a(n) 5. _____, and estimate how much you will need to spend on each. The 6. _____ of all your expenses must be less than your regular income. Any money that 7. _____ after that should go into a savings account.



3 Circle the correct answers.


- Ji-Young visited / has visiting / has been visiting three different countries last year.
- Your apartment is lovely. How long are you living / did you live / have you lived here?
- I need to sit down. My feet hurt because I stood / I'm standing / I've been standing all day.
- Sarah should take a break soon. She worked / has working / has been working too hard.
- Next December, their parents will have been / will be / have been married for 25 years.

4 Circle the mistakes and write the corrections on the lines.

- I don't want to get up early tomorrow, but I have to do. _____
- Employees needn't to come to work on the holiday. _____
- Is anyone need to hear the instructions again? _____
- You didn't need bring me a gift—thank you so much! _____

5 Listen and circle true or false.  R2-01

- | | | |
|---|------|-------|
| 1. The woman agrees to give the man a loan. | true | false |
| 2. The man's income is from a full-time job. | true | false |
| 3. The man struggles to stay on a budget. | true | false |
| 4. The woman advises the man to eat his meals at home. | true | false |
| 5. The woman estimates that the man can pay off his debt in a year. | true | false |


6 Listen and circle the answers.  R2-02

- What is the conversation mainly about?

a. Halloween costumes	b. planning for a party
c. buying gifts	d. traditional events
- Which is true about the woman?

a. She has been to Halloween parties.	b. She invites the man to a celebration.
c. She doesn't know much about Indian culture.	d. She wants to make plans for Thanksgiving.
- The man says that Thanksgiving is _____.

a. quite spectacular	b. very expensive
c. a little boring	d. most important

7 Listen again. Look at the pictures and letter the events in the order that they are discussed (a - d). One picture will not be used.  R2-02



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3 Circle the correct answers.

- Ask students to read the sentences.
- Ask students to circle the correct words.
- Check students' answers.

Answer Key


- visited
- have you lived
- I've been standing
- has been working
- will have been

4 Circle the mistakes and write the corrections on the lines.

- Ask students to read the sentences.
- Ask students to circle the mistakes and write the corrections on each line.
- Check students' answers.

Answer Key


- have to do -> have to
- needn't to -> needn't
- Is -> Does
- need bring -> need to bring

5 Listen and circle true or false.  R2-01

- Listen to the audio.
- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key


- true
- false
- true
- false
- false

6 Listen and circle the answers.  R2-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- d
- b
- c

7 Listen again. Look at the pictures and letter the events in the order that they are discussed (a-d). One picture will not be used.  R2-02

- Listen to the audio.
- Ask students to write the correct letter (a-d) in each box according to the correct order.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- b (Diwali)
- d (Black Friday)
- c (Thanksgiving)
- X
- a (Halloween)

Teacher's Note

Describing a Holiday

After activity 7, tell students to find a partner. Ask them to create a dialogue in which one student is a foreign exchange student and the other one is a local. Ask students to have the local student explain a local holiday to the foreign student. This will be the main idea of the dialogue. Tell students to model their dialogues after the one in activity 7. Have students practice their dialogues once they are written. Finally, ask students to present their dialogues to the class. Remember to ask follow-up questions and give feedback.

UNIT 5

WHO ARE YOU?

This unit will give students the ability to talk about people's personalities using defining and non-defining relative clauses. Students will also learn how to make and give a personality test.

Scan the QR code to download the Unit 5 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 5 AIMS

- Lesson A: Read about personality tests
- Lesson B: Listen to descriptions of personality types
- Lesson C: Describe your personality
- Lesson D: Write about people's personalities
- Lesson E: Make your own personality test

Target Skills

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
appropriate character identify limit personality reliable scientific series	ambitious cautious energetic generous helpful nasty patient sensitive
Lesson C	Lesson D
bold curious intelligent logical messy neat silly sweet	annoying calm candidate delightful industry intellectual preference stupid

UNIT 5

WHO ARE YOU?

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about personality tests
- B Listening** Listen to descriptions of personality types
- C Speaking** Describe your personality
- D Writing** Write about people's personalities
- E Project** Make your own personality test

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Look at the photos and answer the questions.

1. What do you see in the pictures?
2. How do you think the people in the pictures are feeling?
3. Do you think they are happy? Why or why not?
4. What seems more exciting to you: being a doctor or being a chef?

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Key Grammar

defining relative clauses

A defining relative clause is used to define or identify a noun by adding necessary information. We use the relative pronouns *who*, *that*, *which*, *whose*, *where*, and *when*.

Forms / Usages	Examples
are never set off by commas	People <i>who</i> are married save more money.
can use <i>that</i> instead of <i>who</i> or <i>which</i>	I live in the building <i>which</i> / <i>that</i> has a blue door.
can omit relative pronouns when followed by subject + verb	That's the movie <i>that</i> I want to see. / That's the movie I want to see.

non-defining relative clauses

A non-defining relative clause is used to add extra information.

Forms / Usages	Examples
are always set off by commas	My brother, <i>who works in a bank</i> , gives me financial advice.
<i>that</i> cannot be used to replace <i>who</i> and <i>which</i>	The man, <i>who is reportedly back at home</i> , was not available for comment.
cannot omit relative pronouns	My sister, <i>who is a fashion designer</i> , lives in New York.

Unit 5 Discussion

Look at the photos and answer the questions.

- Ask students to look at the Unit 5 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about jobs and personalities.

Ex.

Describe your ideal job.

Do you prefer fast-paced environments or more relaxed environments? Why?


Describe a good job for someone who prefers a fast-paced lifestyle.

Describe a good job for someone who prefers a relaxed lifestyle.

Lesson A Reading

Aim: Read about personality tests

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  5-01

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

Answer Key

1. limit
2. personality
3. character
4. series
5. identify
6. scientific
7. reliable
8. appropriate

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. scientific
2. appropriate
3. character
4. identify
5. personality
6. limit
7. reliable
8. series

Pre-reading


3 Talk with a partner. What sorts of jobs are they doing? What kinds of personalities do you think the people have? Why do you think so?

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to discuss the jobs in the pictures.
- Ask students to give their opinions on the personalities of the people in the pictures, as well as the reasons for their opinions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

A Reading

Aim Read about personality tests

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  5-01

identify
scientific

reliable
personality

appropriate
limit

character
series



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. This new _____ study says that people who exercise often are happier.
2. Do you think this job is _____ for a high school student?
3. I helped another student practice for his exams. The teacher says it shows I have good _____.
4. Can you _____ a person's personality by their blood type?
5. I didn't get the job. They said I don't have the right _____ for it—I'm too shy.
6. How many books can I check out from the library? What's the _____?
7. If you want to work as a taxi driver, you must always be on time. So, you have to be _____.
8. This question is the first in a(n) _____. Question one...

Pre-reading

3 Talk with a partner. What sorts of jobs are they doing? What kinds of personalities do you think the people have? Why do you think so?



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Teacher's Note

Myers-Briggs 16 Personality Types

Before class, prepare a list of the Myers-Briggs 16 personality types: ISTJ, ISFJ, INFJ, INTJ, ISTP, ISFP, INFP, INTP, ESTP, ESFP, ENFP, ENTP, ESTJ, ESFJ, ENFJ, and ENTJ. Make sure to print out a copy for each student in your class. More information about these personality types can be found at:

<https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/the-16-mbti-types.htm>
and
<https://www.personalityperfect.com/16-personality-types/>

During class, hand a copy of the list to each student. Explain the different personality types to students. Make sure they understand them. Next, tell students to get into groups of three or four. Have students look over the personality types list and choose their own personality type. Ask students to discuss why they chose the personality types they did. Finally, as a class, discuss the personality types of the students. See if everyone agrees on the personality types people chose for themselves. Have students also choose your personality type. How correct are they?

4 Read the article. 5-02

GETTING TO KNOW YOU!

What is a personality test?

Personality tests are a series of questions, similar to a regular, multiple-choice exam, except there are no "right" or "wrong" answers. Instead, the results tell you about your personality. Personality tests can be useful in several ways. For example, knowing more about your character can help you identify which career is most suitable for you. These tests can also help you figure out what sort of college or university education you might consider.

There are many different kinds of personality tests. One popular test in Japan is called *ketsueki-gata*. It makes predictions about your personality based on your blood type. While there have been some scientific connections made between blood type and health conditions, there is no scientific data supporting the conclusions of *ketsueki-gata*. Therefore, it is about as accurate as a zodiac analysis.

Another well-known personality test is the "Myers-Briggs Type Indicator," or MBTI for short. Many companies have people take this test to help figure out what job would be most appropriate for each individual. The MBTI claims to have reliable results. After completing the test, examinees will be assigned one of 16 different "personality types," which are identified by four-letter codes. Each also has its own title, such as INFP: "the Mediator," or ESTP: "the Debater."

The first letter used to identify your type in the MBTI is always either "E" (for extroversion) or "I" (for introversion). An "I"-type personality will enjoy more time spent alone. Introverts are usually seen as very imaginative and are thought to enjoy creative jobs. Extroverts are more sociable and enjoy working with others. They are usually viewed as friendly and energetic.

However, there is a limit to what these tests can tell you. There are many people who are sociable but also introverted. There are also those who are creative and extroverted. So, when it comes to your future, don't let something like a personality test hold you back. Everyone has the opportunity to succeed if they try hard enough.

Comprehension

5 Circle true or false.

- | | | |
|--|------|-------|
| 1. Knowing about your character can help you choose a school. | true | false |
| 2. The <i>ketsueki-gata</i> is one of the only reliable personality tests. | true | false |
| 3. Personality tests are sometimes used by companies. | true | false |
| 4. "The Mediator" is an extroverted personality type based on the Myers-Briggs test. | true | false |
| 5. The Myers-Briggs test classifies people as either extroverted or introverted. | true | false |

6 Circle the answers that are true for you. Then use the score chart to discover your personality.

- Spending time with other people makes me feel _____.
a. energetic b. tired c. anxious
- My imagination is very reliable. I always have a lot of ideas.
a. not true b. somewhat true c. very true
- When I start a book series, I always finish reading every book.
a. not true b. somewhat true c. very true
- I would rather go to a party than spend time with a few close friends.
a. very true b. somewhat true c. not true

NOTE
An introvert is someone who tends to be quieter and enjoys more time alone. Extroverts are more outgoing and enjoy group activities more. Ambiverts are a mixture of both.

Scoring: a= 3 points b= 2 points c= 1 point

Introvert	Ambivert	Extrovert
4-6	7-9	10-12

7 Talk with a partner.

- What words best describe your personality?
- What sorts of jobs do you think would be appropriate for you? Why?
- What sorts of jobs do you think would not be appropriate for you? Why?

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4 Read the article. 5-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. true
2. false
3. true
4. false
5. true

6 Circle the answers that are true for you. Then use the score chart to discover your personality.

- Ask students to read the sentences.
- Ask students to circle the answers that are true for them.
- Ask students to use the chart to add up their scores so they can check their personality types.
- Ask some students to share their results with the class.
- Ask the class if they agree with those results.
- Ask follow-up questions.
- Give feedback.

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Extra Practice Personality Types and Jobs

Tell students to get into groups of three or four. Ask students to think about the personality types they found for themselves from activity 6 and think about what jobs would be good for them. Ask each student to choose a job and give at least three reasons, in full sentences, why that job would suit their personality. Tell students to discuss their results as a group. Ask students to counterargue when possible and suggest other jobs that might suit certain group members. To help students' conversations, tell students to use the patterns below.

"What kind of job best suits your personality?" / "(Job) best suits my personality because (reason)."

Check students' conversations to make sure they're speaking properly. After every group has had ample time to talk, ask some students about their results. Remember to ask follow-up questions and give feedback.

Lesson B Listening

Aim: Listen to descriptions of personality types

Vocabulary

1 Listen and number 5-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

6. cautious
5. energetic
8. patient
7. nasty
1. generous
3. ambitious
4. sensitive
2. helpful

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

1. f
2. h
3. a
4. b
5. c
6. d
7. e
8. g

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different jobs, personalities, and career-related issues.

4 Circle the correct form of the pronoun.

- Ask students to read the conversations.
- Ask students to circle the correct pronouns.
- Check students' answers.

Answer Key

1. a. Who b. She
2. a. Whom b. him
3. a. Who b. He
4. a. whom b. her

B Listening

Aim Listen to descriptions of personality types

Vocabulary

1 Listen and number. 5-03



2 Match the words with the definitions.

- | | |
|----------------|--|
| 1. generous • | • a. someone who avoids dangerous situations |
| 2. helpful • | • b. someone who wants to succeed |
| 3. cautious • | • c. to be mean or unkind; the opposite of pleasant |
| 4. ambitious • | • d. someone whose emotions can easily change |
| 5. nasty • | • e. someone very active, who likes to move and talk with excitement |
| 6. sensitive • | • f. someone who gives often and a lot |
| 7. energetic • | • g. someone who is able to wait quietly and calmly |
| 8. patient • | • h. willing to help; useful |

NOTE
If you can rephrase the sentence using he or she, use who.
If you can rephrase using him or her, use whom.

Focus

3 Talk with a partner.

Who do you think would be the best doctor?
Well, Dan is the most ambitious student.

Whom should I ask to find out more about my career path?
You should ask her about taking the Myers-Briggs test.

Who is writing the test? / The test is being written by whom?
She is writing the test. / The test is being written by her.

4 Circle the correct form of the pronoun.

1. A: Who / whom called you last night?
B: She / Her called me to talk about her nasty teacher.
2. A: Who / Whom did you speak to at school yesterday?
B: I spoke to he / him at school, after gym class.
3. A: Who / whom is the most energetic?
B: He / him is. He's always dancing down the halls.
4. A: I haven't decided who / whom I should ask.
B: You should ask her / she to the dance.



Teacher's Note

More on Defining Relative Clauses

Explain to students that the relative pronoun is the subject in a defining relative clause. Also, the relative clause can come after the subject or object of the entire sentence. An example of a relative clause that comes after the subject can be: *The people who live in that house are my friends.* And an example of a relative clause that comes after the object can be: *I'm looking for a bike that is comfortable to ride.*

Grammar

5 Look at the table.

Defining Relative Clauses		
add necessary information	✓ Doctors <i>who are cautious</i> save more lives.	✗ Doctors, <i>who are cautious</i> , save more lives.
are never set off by commas	(meaning: Only cautious doctors save more lives.)	(meaning: All doctors are cautious, and all doctors save more lives.)
can use <i>that</i> instead of <i>who</i> / <i>which</i>	✓ That's the test <i>which / that</i> I wrote. ✓ I didn't know the teacher <i>who / that</i> was there.	
can omit relative pronouns (when followed by subject + verb)	✓ Do you like the essay which that I wrote? ✓ That's the brother who that I like.	

6 Write (✓) beside the correct sentences.

- People, who are quiet, are more likely to work at the library. _____
 - People who are quiet are more likely to work at the library. _____
- That's the sensitive person which wrote the long essay. _____
 - That's the sensitive person who wrote the long essay. _____
- That's the company which created the personality test. _____
 - That's the company who created the personality test. _____

Listen Up

7 Listen and complete the table.

Name	Personality Type (circle one)	Description (write the vocabulary words you hear)
Peter	Extrovert, Ambivert, Introvert	
Lindsay	Extrovert, Ambivert, Introvert	
Jason	Extrovert, Ambivert, Introvert	
Wendy	Extrovert, Ambivert, Introvert	

8 Listen again. Then fill in the blanks.

- I'm the person _____ come to with questions or complaints.
- _____ introduce themselves next?
- I've heard introverts _____ speaking are very unusual.
- Also, I'm one of those people _____!
- I've met a few people _____.

Challenge

9 Read about the different jobs on p. 145. Then listen again and complete the table. Talk with a partner. What jobs do you think each of the speakers would be best suited to? Circle and discuss.

Job	Speaker(s) (circle)			
Lawyer	Peter	Lindsay	Jason	Wendy
Librarian	Peter	Lindsay	Jason	Wendy
Public Speaker	Peter	Lindsay	Jason	Wendy
Zookeeper	Peter	Lindsay	Jason	Wendy
Clown	Peter	Lindsay	Jason	Wendy
Teacher	Peter	Lindsay	Jason	Wendy

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

6 Write (✓) beside the correct sentences.

- Ask students to read the sentences.
- Ask students to put a check mark next to each correct sentence.
- Check students' answers.

Answer Key

- b
- b
- a

Listen Up

7 Listen and complete the table.

- Listen to the audio.
- Ask students to circle the correct personality types and write the vocabulary words they hear.
- Replay the audio if needed.
- Check students' answers.

Answer Key

Peter: extrovert, ambitious

Lindsay: ambivert, helpful, sensitive

Jason: extrovert, generous, ambitious, patient

Wendy: introvert, cautious, nasty, energetic

8 Listen again. Fill in the blanks.

- Listen to the audio.
- Ask students to write the words they hear in the blanks.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- whom you should
- Who would like to
- who like activities like public
- who loves to eat
- who were not very kind

Challenge

9 Read about the different jobs on p. 145. Then listen again and complete the table. Talk with a partner. What jobs do you think each of the speakers would be best suited to? Circle and discuss.

- Tell students to find a partner.
- Ask students to read about the jobs on page 145.
- Listen to the audio.
- Ask students to discuss and circle the job that would fit each person in the table.
- Tell students to give reasons for their answers.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Give feedback.

Extra Practice More Jobs

During, or after, activity 9, ask students to come up with three more jobs that each person would be suited for. Tell students to give reasons for each job. Give job ideas to students who are having trouble coming up with jobs. When everyone is done, ask some students to share their ideas with the class. Remember to ask follow-up questions and give feedback.

Lesson C Speaking

Aim: Describe your personality

Vocabulary

1 Listen and number. 5-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

6. neat
 2. silly
 8. intelligent
 3. sweet
 5. logical
 4. bold
 1. messy
 7. curious
- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- h
- d
- g
- c
- f
- e
- a
- b

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different personalities and related ideas.

4 Listen and circle the best answer. 5-06

- Listen to the audio.
- Ask students to circle the best answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. c 2. c 3. d 4. d

C Speaking

Aim Describe your personality

Vocabulary

1 Listen and number. 5-05



2 Match the words with the definitions.

- | | |
|------------------|---|
| 1. neat • | • a. the opposite of tidy |
| 2. silly • | • b. interested in learning new things |
| 3. intelligent • | • c. someone who is kind and pleasant |
| 4. sweet • | • d. acting foolishly or without sense |
| 5. logical • | • e. someone who is not scared of taking risks |
| 6. bold • | • f. someone who uses reason to make decisions |
| 7. messy • | • g. able to understand and learn well |
| 8. curious • | • h. someone who likes things clean and organized |

Focus

3 Talk with a partner.

It gives me loads of stress to *see an untidy room!* How about you?

I get tons of stuff done *early in the morning.* How about you?

Not me, I'm a messy sort of person. I get heaps of stress when I have to clean my room!

I like to *sleep late.* But I get plenty of work done *in the evening!*

NOTE
You can also say a *load of*, a *heap of*, or a *ton of*, but you cannot say a *plenty of*.

4 Listen and circle the best answer. 5-06

- a. b. c. d.
- a. b. c. d.
- a. b. c. d.
- a. b. c. d.

Teacher's Note

Personality Adjectives

Review some other personality adjectives with students. Ask them to tell you as many personality adjectives as they can. List them all on the board. Then go over some personality adjectives that students may have missed. Below are some common personality adjectives.

arrogant	honest	polite
brave	humble	popular
chatty	kind	quiet
clever	lazy	rude
cowardly	loud	selfish
diligent	loyal	serious
easy-going	lucky / unlucky	shady
friendly	mean	shrewd
funny	moody	shy
generous	nasty	tidy / untidy
grumpy	nervous	vain
hardworking	nice	wise

Expressions Personalities

5 Look at the table.

Expression	Meaning	Example
social butterfly	someone who enjoys spending lots of time with other people	Sarah is at every party! She's such a <i>social butterfly</i> .
know-it-all	someone who believes they are intelligent and talks a lot about the things that they know	He's always acting like a <i>know-it-all</i> . But he doesn't seem very intelligent since he's often wrong.
easy-going	someone who is not easily upset	John is so <i>easy-going</i> . Nothing seems to bother him.
hard-working	someone who works hard	Jane is very <i>hard-working</i> . I hear she's also neat and logical.
go-getter	someone who is ambitious and wants to succeed	Lisa is a real <i>go-getter</i> . She sold dozens of donuts at the bake sale.

NOTE
Know-it-all is not a kind phrase. It is often used when someone is feeling annoyed by another person's behavior.

6 Fill in the blanks using the phrases from the boxes. Answers may vary.

know-it-all	ton of	go-getter	loads of
social butterfly	plenty of	hard-working	heap

- He's making _____ money! What a _____!
- Nobody likes her. She's such a _____. She has a _____ trouble-making friends.
- Jake is so _____. He has a _____ of career opportunities.
- Petra is a _____. She has _____ friends.

Speak Up

7 Write sentences using the given words. Then talk with a partner.

- (sweet) **Ex.** My mother makes my lunch every day. She is so sweet.
- (logical) _____
- (intelligent) _____
- (messy) _____
- (bold) _____

8 Fill in the table using vocabulary words and phrases you learned in the unit. Then talk with a partner.

I am...	I am not...
•	•
•	•

Challenge

9 Create a questionnaire to ask a classmate about their personality. Ask and answer the questions with your partner.

Ex. Would you describe yourself as easy-going or hard-working?

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Expressions Personalities

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
 - Ask students if they know what kinds of expressions are being highlighted.

6 Fill in the blanks using the phrases from the box. Answers may vary.

- Ask students to read the sentence prompts.
- Ask students to fill in the blanks with the best words / phrases from the box.
- Check students' answers.

Answer Key

Possible Answers

- loads of, go-getter
- know-it-all, ton of
- hardworking, heap
- social butterfly, plenty of / loads of

Speak Up

7 Write sentences using the given words. Then talk with a partner.

- Tell students to find a partner.
- Ask students to write a sentence or sentences using the given adjective on each line.
- Ask students to take turns discussing their sentences and the people being described.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

8 Fill in the table using vocabulary words and phrases you learned in the unit. Then talk with a partner.

- Tell students to find a partner.
- Ask students to fill in the table with full sentences that are true for them.
- Tell students to use the vocabulary words and phrases from the unit.
- Ask students to take turns discussing their sentences.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their sentences with the class.
- Ask follow-up questions.
- Give feedback.

Challenge

9 Create a questionnaire to ask a classmate about their personality. Ask and answer the questions with your partner.

- Tell students to work with the same partner as in activity 8.
- Ask students to write two questions asking about their partner's personality.
- Tell students to use the example question as a guide.
- Ask students to take turns asking and answering their questions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.


Extra Practice Questionnaire Mingle

Alternatively, for activity 9, list each student's questions on the board. Make sure there is no overlap. Then have students walk around and ask at least three different students all of the questions. Tell students to write down their answers. When everyone is done, ask some students to share their findings with the class. Discuss the results as a class. Remember to ask follow-up questions and give feedback.

Lesson D Writing

Aim: Write about people's personalities

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  5-07

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

Answer Key

1. preference
2. stupid
3. annoying
4. industry
5. delightful
6. intellectual
7. candidate
8. calm

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. stupid
2. industry
3. calm
4. delightful
5. candidate
6. preference
7. annoying
8. intellectual

Grammar

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
 - Ask students if they know what kind of grammar point is being highlighted.

D Writing

Aim Write about people's personalities

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  5-07

industry candidate	intellectual stupid	calm preference	delightful annoying
-----------------------	------------------------	--------------------	------------------------



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. There's no such thing as a(n) _____ idea. Every idea is worth considering!
2. According to this personality test, I should be working in the entertainment _____.
3. I love going for long walks on the beach; it makes me feel so _____.
4. My grandmother always said I was a(n) _____ little girl. I was always well behaved.
5. Do you think I'd be a good _____ for the assistant teacher position?
6. My _____ is milk, but I will also take cream in my coffee.
7. My cat is so _____, it meows whenever I'm trying to do my homework.
8. Stephen Hawking was a true _____. His research on black holes was incredible!

Grammar

3 Look at the table.

Non-defining Relative Clauses	
add extra information	<ul style="list-style-type: none"> ✗ My mother <i>who has a preference for candy</i> lives in New York. ✓ My mother, <i>who has a preference for candy</i>, lives in New York.
are always set off by commas	
do not begin with <i>that</i>	<ul style="list-style-type: none"> ✗ My father, <i>that works in the music industry</i>, is a lawyer. ✓ My father, <i>who works in the music industry</i>, is a lawyer.
cannot omit relative pronouns (<i>who, which, when, where, whose</i> + noun)	<ul style="list-style-type: none"> ✗ My brother, <i>is an intellectual</i>, works at the hospital. ✓ My brother, <i>who is an intellectual</i>, works at the hospital. ✓ Jim will be working in the clothing industry, <i>which is quite a surprise</i>. He doesn't like fashion.

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Teacher's Note

Appositives

Explain to students that an appositive is a noun or noun phrase that follows another noun or noun phrase to provide information that further defines it. In a sense, it renames the original noun. The appositive is offset with commas when it is non-restrictive. For example, "Julie, a French student, studies harder than her classmates." The appositive is not offset with commas when it is restrictive. For example, "My friend Eddie Lee owes me 20 dollars." Make sure students understand when and how to use appositives.

4 Unscramble.

- works in the / an intellectual, / My father, / who is / computer industry.

- car, which was / is on fire. / calm because my / I have to stay / very expensive,

- school, they will / when I'm at / announce the candidates / Next Monday, / for the school council.

- born, has a / America, where / large tourism / I was / industry.

- in your class, / older sister is / James, whose / little boy, / is a delightful

5 Read the passage and the personality reports. Then answer the questions. Answers may vary.

There are plenty of good reasons to want to know more about yourself and your friends and family. Personality tests can tell you which jobs you'd be a good candidate for, or which industry you'd work well in. One difference you've already learned about is introversion vs. extroversion. People who are introverted usually feel more comfortable when they are alone, whereas extroverts are comfortable in large groups of people. Remember that no one is good at everything. Instead of doing something frustrating, try and find something else: something that you enjoy!

Booming Betty: You are sweet and curious. A social butterfly, people love how energetic and exciting you are. You've got a lot of character and are good at making people laugh. On weekends when you're at home you like to talk on the phone.

Ambivert Andy: Sometimes, you can be messy, but that's just a sign of your creative mind. You are sweet and always think about the needs of others. However, you find loud noises annoying when you're working on one of your big ideas.

Intellectual Ian: You're quiet, intelligent, and logical. You're a very neat person and like things to be in perfect order. No one who you know has ever accused you of being stupid. In fact, you're quite the intellectual. Your logical brain is well-suited to any scientific industry.

- Who is most likely to be a know-it-all? Betty Andy Ian
- Who would be the most fun at parties? Betty Andy Ian
- Who seems the most similar to you? Betty Andy Ian
- Whom would you most like to be friends with? Why?



Writing

6 Complete the personality test. Do it once for yourself, then once for a friend or family member.

- I enjoy public speaking. a. strongly agree b. agree c. disagree
- It doesn't bother me when I disagree with others. a. strongly agree b. agree c. disagree
- When I am with other people, I'm very happy and energetic. a. strongly agree b. agree c. disagree
- People say I'm very easy-going. a. strongly agree b. agree c. disagree
- I enjoy learning new things. a. strongly agree b. agree c. disagree

7 Score your answers using the table. Then, on a separate piece of paper, write a short personality report for each person using the information you've learned.

Question	If you answered "a"	If you answered "b"	If you answered "c"
1	confident	relaxed	anxious
2	bold	cautious	sensitive
3	extrovert	ambivert	introvert
4	very calm	calm	nervous
5	very curious	somewhat curious	not at all curious

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4 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

- My father, who is an intellectual, works in the computer industry.
- I have to stay calm because my car, which was very expensive, is on fire.
- Next Monday, when I'm at school, they will announce the candidates for the school council.
- America, where I was born, has a large tourism industry.
- James, whose older sister is in your class, is a delightful little boy.

5 Read the passage and the personality reports. Then answer the questions. Answers may vary.

- Ask students to read the passage and personality reports.
- Ask students to answer the questions.
- Check students' answers.

Answer Key

Possible Answers

- Ian
- Betty
- Betty and Andy
- I'd most like to be friends with Betty because she seems more fun.

Writing

6 Complete the personality test. Do it once for yourself, then once for a friend or family member.

- Ask students to complete the personality test.
- Tell students to do it once for themselves and then again for a friend or family member.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

7 Score your answers using the table. Then, on a separate piece of paper, write a short personality report for each person using the information you've learned.

- Ask students to use their results from activity 6 to find their scores for themselves and the other person.
- Ask students to use the chart to get their scores.
- Ask students to write a short personality report based on their scores.
- Tell students to write one report for themselves and one for the other person.
- Tell students to write their reports on a separate sheet of paper.
- Check students' writing to make sure they're writing correctly.
- Ask some students to share their reports with the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice Guessing Game

Assign each student a classmate. Tell students to keep their assigned classmate a secret. Then have students do the personality test from activity 6 for the classmates you assigned them. Tell them to also find the score using the chart in activity 7. Then have them write a personality report for their classmates. Tell them to leave out the name of the classmate. Ask them to include some details about the person. When everyone is done writing, have each student read their report to the class. Have the other students guess who is being talked about. Did everyone guess correctly?

Teacher's Note

Be aware that some students may feel uncomfortable being judged by others. Remind students to keep reports positive and avoid being critical of the person they write about.

Lesson E Project

Aim: Make your own personality test

Video

- 1 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.
 - Ask students to look at the pictures.
 - Ask students to write a short summary about what they think will happen in the video.
 - Tell students to write their summaries on a separate sheet of paper.
 - Tell students to talk with a partner.
 - Tell students to share their summaries with their partner.

Scan the QR code to link to the Unit 5 video.

- 2 Watch the video. Number the pictures in order. Video 5

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right

1, 2, 3

- 3 Watch again. Circle the answers. Video 5

- Ask students to read the questions.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. a 2. a 3. c 4. d

- 4 Watch again. Number the actions in the correct order. Video 5

- Ask students to read the sentences.
- Play the video again.
- Ask students to write the correct number in each box.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. c 2. e 3. a 4. d 5. b

E Project

Aim Make your own personality test

Video

- 1 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.
- 2 Watch the video. Number the pictures in order. Video 5



- 3 Watch again. Circle the answer. Video 5

1. Based on the video, what is true about Daisy's character?
 - a. She's intellectual and helpful.
 - b. She's a social butterfly.
 - c. She's a know-it-all.
 - d. She's angry and reliable.
2. Based on the video, which statement is most accurate about Collector's personality?
 - a. Collector, who can be nasty sometimes, is often helpful.
 - b. Collector is often helpful and nasty.
 - c. Collector, who is often helpful, is usually nasty.
 - d. Collector, who is a friend of Rachel's, is a robot.
3. Who is described in the most negative way in the video?
 - a. Daisy
 - b. Collector
 - c. Scooter
 - d. Rachel
4. What does Collector base his career recommendations on?
 - a. whether or not someone is ambitious
 - b. data gathered by appearance
 - c. whether or not someone is annoying
 - d. data gathered about individuals

- 4 Watch again. Number the actions in the correct order. Video 5

- Collector is being rude.
- Collector analyzes Rachel.
- Daisy predicts the weather.
- Mario thinks Collector should stop analyzing people.
- Mario and Collector go to the job fair.



- 5 Watch again. Circle the words you hear. Video 5

1. Wow, that's sweet / sensitive / silly of you to say, Collector!
2. Would you like me to predict / identify / report the perfect job for you based on your personality?
3. Oh, no! I'm so sorry. He's never this nasty / appropriate / bold.
4. I think I prefer to be with people who / whom / whose are really genuine and generous.
5. You're intelligent, silly, bold, and a social butterfly / go-getter / know-it-all.

- 5 Watch again. Circle the words you hear. Video 5

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the words / phrases they hear.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. sweet
2. identify
3. nasty
4. who
5. social butterfly

6 Work alone and then with a partner. Read the task and complete the project.



Task Design your own personality test.

- On a separate piece of paper, write 20 true or false questions.
Ex. I am generous. true false
- Write 3-5 situational questions.
Ex. What would you do if you won a lot of money?
- Have a partner complete your test.
- Use their answers to complete the chart below.

True	False
<i>Ex.</i> generous	

7 Answer the following questions about your partner. Use the information about jobs on p. 145, or research online to help you answer the questions.

- What job do you think your partner would be best at? _____
- What job do you think your partner would be worst at? _____
- What hobbies do you think your partner has? _____
- What hobbies do you think your partner should try? _____

8 Talk with your partner. Ask if they agree or disagree with your conclusions and talk about why.

21st Century Skills

6 Work alone and then with a partner. Read the task and complete the project.

- Ask students to read the task.
- Ask students to write 20 true or false personality statements.
- Ask students to write three to five situational questions.
- Tell students to follow the examples to write their statements and questions.
- Tell students to write them on a separate sheet of paper.
- Tell students to find a partner.
- Ask students to take one another's personality tests.
- Ask students to write their partner's answers in the table.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

7 Answer the following questions about your partner. Use the information about jobs on p. 145, or research online to help you answer the questions.

- Ask students to answer the questions.
- Tell students to use the information about jobs on page 145, or research online to help them answer the questions.
- Tell students to write their answers on a separate sheet of paper.
- Check students' answers to make sure they're writing correctly.
- Give feedback.

8 Talk with your partner. Ask if they agree or disagree with your conclusions and talk about why.

- Tell students to work with the same partner as in activity 6.
- Ask students to share their conclusions with their partner.
- Ask students to discuss whether or not they agree with their partner's conclusions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conclusions to the class.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

Personality Reports

As an addition to activities 6 and 7, have students write personality reports based on their findings. Tell students to use the personality reports they did in Lesson D as an example. During activity 8, have some students share their reports with the class. Remember to ask follow-up questions and give feedback.

Extra Practice Guess the Celebrity

Ask each student to choose a celebrity they like. Tell students to keep their celebrities a secret. Then have each student write a personality report for their celebrity without naming the celebrity. Tell students to include slight details about their celebrity in their writing. Tell students to not include details that would give the identity of their celebrity away. When everyone is done writing, ask each student to present their report to the class. Then ask the other students to guess who the celebrity is. See how many students guess correctly.

UNIT 6

A HISTORY OF THE FUTURE

This unit will give students the ability to talk about current and future technology as well as past technological failures using passives and causative passives. Students will also be able to argue for and against the use of certain technologies.

Scan the QR code to download the Unit 6 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 6 AIMS

- Lesson A: Listen to people talk about new technology
- Lesson B: Talk about how technology will change people's lives
- Lesson C: Read about failed technologies
- Lesson D: Write an argument for or against the use of technology
- Lesson E: Create an invention to solve a daily problem

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
absolutely actually altogether especially pleasure seriously surprisingly totally	acceptable advantage / disadvantage alternative couple digital / analog mechanical rather robotic
Lesson C	Lesson D
admire admit advertise afford electronics inventor operate researcher	assist similar solve somehow speed supporter / opponent system temporary

UNIT 6

A HISTORY OF THE FUTURE

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about new technology
- B Speaking** Talk about how technology will change people's lives
- C Reading** Read about failed technologies
- D Writing** Write an argument for or against the use of technology
- E Project** Create an invention to solve a daily problem

70



Look at the photo and answer the questions.

1. What is happening in the picture?
2. What is your favorite technology? What do you use it for?
3. Have you ever been disappointed by technology? Why?
4. Describe the worst piece of technology you have ever used. Why was it bad?

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Key Grammar

passive

The passive is used when we don't know, or are not interested in, who does an action; and when the main topic of a sentence isn't who did the action. We form the passive using the correct form of **be + past participle**. Passive sentences can sometimes contain two objects.

Examples

This device *was invented* in 1968.

This writing *was checked* by my teacher.

passive causatives

Passive causatives are used to show that someone does a task for us. They are formed using **causative verb + noun + past participle**. We commonly use the causative verbs *have* and *get* with the passive.

Examples

I *got my sink fixed* by the plumber.

She *had her hair cut* by her sister.

They'll *have it designed* by a professional.

Unit 6 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 6 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about technology.

Ex.

Describe the best piece of technology you have ever used. What was so good about it?
Describe a piece of technology you really want to have. Why do you want it so badly?
Where do you go to buy electronics? Why do you go there?

Lesson A Listening

Aim: Listen to people talk about new technology

Vocabulary

1 Listen and number. 6-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

1. especially
5. totally
2. absolutely
6. actually
4. seriously
8. surprisingly
7. pleasure
3. altogether

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. altogether
2. pleasure
3. especially
4. seriously
5. totally
6. actually
7. absolutely
8. surprisingly

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different technologies and devices.

4 Listen and circle the answers. 6-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. b 2. c 3. a

A Listening

Aim Listen to people talk about new technology

Vocabulary

1 Listen and number. 6-01

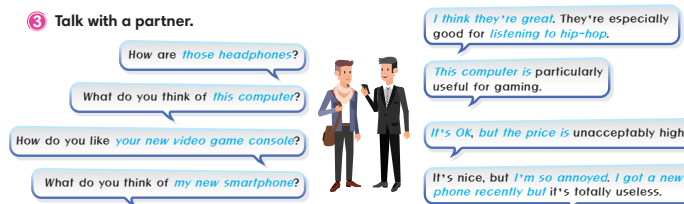


2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. After getting my new laptop, I stopped using my old one _____.
2. Going to your party was such a(n) _____. I had a really good time there.
3. Most of the products from this company are good, but the tablets are _____ good.
4. I'm trying to _____ talk to you. This isn't a joke.
5. I _____ understand what you're saying. Can we move on to the next lesson now?
6. The mall doesn't open at 10 a.m. It _____ opens at 9 a.m.
7. That's my favorite author. I _____ love all his books.
8. That car looks expensive, but the price of that luxury car is _____ low.

Focus

3 Talk with a partner.



4 Listen and circle the answers. 6-02

1. What is Sam's headset especially good for?
 - a. listening to music
 - b. playing role-playing games
 - c. playing videos
2. What does the man love?
 - a. riding around in his old car
 - b. driving his self-driving car
 - c. riding in his self-driving car
3. What can the girl control with the application?
 - a. home appliances
 - b. her smartphone
 - c. her sofa

Teacher's Note

More Adverbs of Degree

Explain more adverbs of degree to students. Make sure they understand when and how to use them. Below is a list of some adverbs of degree.

awfully	highly	rather
barely	incredibly	really
completely	intensely	scarcely
decidedly	marginally	simply
deeply	nearly	somewhat
enormously	perfectly	strongly
entirely	positively	terribly
extremely	practically	thoroughly
fairly	pretty	utterly
greatly	purely	very
hardly	quite	virtually

Grammar

5 Look at the table.

Passive Voice		
The passive is made by putting the <i>be</i> verb into the tense we need and then adding the past participle.		
Tense	Active	Passive
Present	Juan cleans the room.	The room is cleaned by Juan.
Present Perfect	Don has cooked breakfast.	Breakfast has been cooked by Don.
Future Perfect	Janice will have built the model.	The model will have been built by Janice.
The passive is used when we don't know, or are not interested in, who does an action, and when the main topic of a sentence isn't who did the action.		
My car was stolen yesterday.	A lot of cars are made in Japan.	My smartphone is being repaired.
Some sentences have more than one object. In this case, the passive can be used.		
The gift was given to me by Joseph.	The meal was offered to Sue by Maria.	The car was sold to me by the salesman.

6 Read the sentences. Then write the sentences in the passive voice.

- Benny eats the chocolate cake. _____
- Samantha has painted a beautiful painting. _____
- My country will have produced a lot of electronics. _____
- Elaine threw the ball to Ricardo. _____
- Erica had put the dishes in the dishwasher. _____

Listen Up

7 Listen and fill in the blanks. 6-03



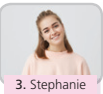
1. Marcus

It's _____ a company called FirstTech Wearables. The company _____ making some of the best wearable electronics in the world.



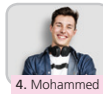
2. Eliza

Our new car was sold to _____ my uncle Nate. He's a car salesman. The car's benefits _____ to my parents by him.



3. Stephanie

My family moved into a(n) _____ All of the electronics in the house _____ by _____ a smartphone application.



4. Mohammed

This is my new VR headset. _____ a company called Virtually Real. It _____ by my parents for my birthday.

Challenge

8 Listen and answer the questions. 6-04

- How did Conrad get tickets to the tech show?
 - He bought them.
 - They were given to him.
 - He found them.
- Which device will be introduced by Laser Optics?
 - a wearable GPS tracker
 - a set of smart glasses
 - a smartphone
- Who works for Wearable?
 - Joseph
 - Conrad
 - Dave
- What does Conrad think of the smart glasses?
 - They are not useful.
 - They are a pleasure to use.
 - They are too expensive.

9 Listen again and circle true or false. 6-04

- The tech show is on Sunday.
- The GPS tracker is used by Joseph.
- The smart glasses are made by Wearable.
- Photos can be taken with the smart glasses by blinking.

true false
true false
true false
true false

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
 - Ask students if they know what kind of grammar point is being highlighted.

6 Read the sentences. Then write the sentences in the passive voice.

- Ask students to read the sentences.
- Ask students to write each sentence in the passive voice on the lines.
- Check students' answers.

Answer Key

- The chocolate cake is eaten by Benny.
- A beautiful painting has been painted by Samantha.
- A lot of electronics will have been produced by my country.
- The ball was thrown to Ricardo by Elaine.
- The dishes had been put in the dishwasher by Erica.

Listen Up

7 Listen and fill in the blanks. 6-03

- Listen to the audio.
- Ask students to write the words they hear in the blanks.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- made by, is known for
- my parents by, were explained
- smart house, can be controlled
- It's made by, was given to me

Challenge

8 Listen and answer the questions. 6-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- b
- c
- b
- c

9 Listen again and circle true or false. 6-04

- Listen to the audio.
- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- false
- false
- false
- true

Extra Practice Opinions About Electronics

Ask students to make a list of the top five electronics they own or want to buy. Tell them to include the brand name and model. Then have them walk around and ask five different students what they think of the electronics. Tell students to use the patterns in activity 3, the passive voice, and adverbs of degree in their conversations. Tell students to also write down the answers they receive. When everyone is done, ask some students to share the answers they get. Remember to ask follow-up questions and give feedback.

Ex.

What do you think of my phone? It's made by a company from South Korea. / I like it a lot. It's incredibly user friendly.

Lesson B Speaking

Aim: Talk about how technology will change people's lives

Vocabulary

1 Listen and number. 6-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

2. alternative
1. rather
6. couple
8. acceptable
4. advantage / disadvantage
7. mechanical
3. robotic
5. digital / analog

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

- | | |
|----------------|---------------|
| 1. Rather | 2. robotic |
| 3. digital | 4. advantage |
| 5. acceptable | 6. mechanical |
| 7. alternative | 8. couple |

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different items and alternatives.

4 Listen and circle the answers. 6-06

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. a 2. a 3. b

B Speaking

Aim: Talk about how technology will change people's lives

Vocabulary

1 Listen and number. 6-05

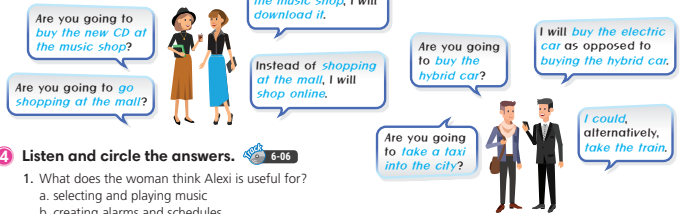


2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. _____ than study in the library, I will study at home.
2. Check out my new _____ cat. It's like a real cat, except you don't have to feed or clean up after it.
3. I prefer a(n) _____ clock to an analog one since it's easier to read.
4. One _____ of owning a diesel engine car is that the fuel lasts longer in them.
5. Jimmy thought the suit was _____ for the price they were asking.
6. This voice software isn't ready yet. The voice sounds too _____, not lifelike at all.
7. A good _____ to taking the bus is riding the subway.
8. There are a(n) _____ of cars over there. Which one is yours?

Focus

3 Talk with a partner.



4 Listen and circle the answers. 6-06

1. What does the woman think Alexi is useful for?
 - a. selecting and playing music
 - b. creating alarms and schedules
 - c. searching for things to do
2. Why doesn't the man like self-driving cars?
 - a. He thinks they are not safer than human drivers.
 - b. He thinks they don't have enough benefits.
 - c. He thinks they're too expensive.
3. Which appliance did the woman like at the tech show?
 - a. the mechanical window shades
 - b. the robotic vacuum
 - c. the self-driving cars

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Extra Practice Causative Passives

Tell students to find a partner. Ask each student to make a list of five services, such as a haircut or meal delivery. Then ask students to take turns using causative passives to talk about getting these services using the patterns below.

"Who / Where did you have (service)?" / "I had (service) by (person / shop)."

Ex.

Who did you have your hair cut by? / I had my hair cut by Stella.

Where did you have your car serviced? / I had my car serviced by Muffler Bros.

Grammar

5 Look at the table.

Causative Pattern	Passive Pattern
Form: Subject + <i>have / let / make</i> + object + base verb.	Form: Subject + <i>be / get</i> + past participle (+ by someone).
The man had the repairman fix his bike.	His bike was fixed by the repairman.
Causative Passive	
The causative passive is used to express an action that someone else does for you.	
Form: Subject + <i>get / have</i> (in any tense) + object + past participle (+ by someone).	
The man got his car fixed by the mechanic.	
I had my hair cut by my mom.	
Sam will have the room painted by his little brother.	

6 Unscramble.

- our house / robotic butler. / We have / by a / cleaned

- done by / barber. / Joey got / a mechanical / his hair

- my song / player. / have / played by / I will / a digital music

- will get / by a robotic / Mick and Raquel / their clothes / dry cleaner. / cleaned

- groceries delivered / had their / Ricky and Bobby / drone. / by a

Speak Up

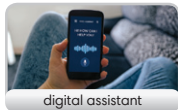
7 Talk with a partner. Practice the conversation. Then look at the different products. What will you have them do for you?



Manny: What do you think of my new robotic maid?
 Nicole: It looks particularly useful for cleaning your rugs.
 Manny: Totally! Rather than clean by myself, I can have my robotic maid clean everything.
 Nicole: So what has it done for you so far?
 Manny: So far, I've had my room cleaned by it. But I really want to have my clothes washed by it.
 Nicole: That's cool. If I had a robotic maid, I would have all my chores done by it.



personal robotic teacher



digital assistant



robotic pets

Challenge

8 Work with a partner to develop a new technology. Talk about what you will have it do for you. Use the grammar and patterns learned in the lesson to talk about how it will make life better. Then present your technology to the class.

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

6 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

- We have our house cleaned by a robotic butler.
- Joey got his hair done by a mechanical barber.
- I will have my song played by a digital music player.
- Mick and Raquel will get their clothes cleaned by a robotic dry cleaner.
- Ricky and Bobby had their groceries delivered by a drone.

Speak Up

7 Talk with a partner. Practice the conversation. Then look at the different products. What will you have them do for you?

- Tell students to find a partner.
- Ask students to practice the conversation.
- Ask students to look at the pictures.
- Ask students to practice the conversation again but to talk about the different products.
- Tell students to talk about interesting things the products can do for them.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Challenge

8 Work with a partner to develop a new technology. Talk about what you will have it do for you. Use the grammar and patterns learned in the lesson to talk about how it will make life better. Then present your technology to the class.

- Tell students to find a partner.
- Ask each pair of students to think of a new technology to develop.
- Tell students to talk about what the technology is, what it does, who it is for, how much it costs, and so on.
- Tell students to use causative passives and the patterns from the lesson.
- Check students' conversations to make sure they're speaking properly.
- Ask students to present their technology to the class.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

More on Students' New Technologies

After students are done talking about their new technology from activity 8, ask them to draw a picture of their new technology on a separate sheet of paper. Have them present their drawings as they present their technology. Afterward, vote on which technology was the best. Discuss why it was the best. Discuss how some of the other technologies could have been improved. Remember to ask follow-up questions and give feedback.

Aim: Read about failed technologies

Vocabulary

1 Listen and number. 6-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

4. inventor
1. researcher
8. operate
5. electronics
6. admire
7. admit
3. advertise
2. afford

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

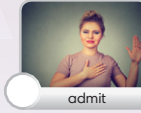
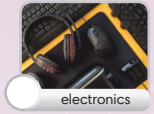
1. e
2. h
3. g
4. f
5. b
6. a
7. c
8. d

C Reading

Aim Read about failed technologies

Vocabulary

1 Listen and number. 6-07



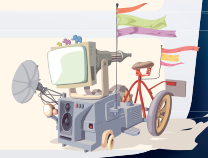
2 Match the words with the definitions.

- | | |
|------------------|---|
| 1. admit • | • a. to use and control something |
| 2. researcher • | • b. to make people aware of something that is for sale |
| 3. afford • | • c. to feel respect or approval for someone or something |
| 4. electronics • | • d. a person who creates something for the first time |
| 5. advertise • | • e. to agree that you did something wrong or bad |
| 6. operate • | • f. devices that work by using many small electrical parts |
| 7. admire • | • g. to be able to do or pay for something |
| 8. inventor • | • h. a person who finds information on a certain topic or subject |

Pre-reading

3 Look at the invention. Talk with a partner. Give the invention a name. Discuss what the invention does. Circle whether it will succeed or fail. Then explain why.

NAME	
WHAT IT'S FOR	
SUCCEED / FAIL	
WHY	



Pre-reading

3 Look at the invention. Talk with a partner. Give the invention a name. Discuss what the invention does. Circle whether it will succeed or fail. Then explain why.

- Tell students to find a partner.
- Ask students to look at the picture of the invention.
- Tell students to give the invention a name, talk about what they think it does, and whether it will succeed or fail and why.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

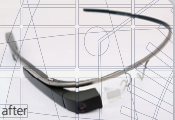
NOTE
A developer is a person who creates a product or makes a product better.

4 Read the articles. 6-08

TECHNOLOGY FAILS

GOOGLE'S GLASSY FLOP

Google Glass was introduced by Google in 2013. The device was a voice-activated wearable computer. It was designed to be worn like a set of eyeglasses by its inventors. Users were able to access the internet, use special applications, take pictures, and record videos without using their hands. At the beginning, Google Glass was advertised as a groundbreaking invention. The device was admired by fans of high-tech electronics even before it went on sale. However, after its launch, problems were found. First, while remarkably useful, customers complained the device was awkward to wear and use. Second, people feared the device would violate privacy. After all, users could take pictures and videos of anything they saw. Finally, with a price of 1,500 USD, most people couldn't afford it. Rather than getting Google Glass, one could simply buy a much cheaper smartphone that did the same things. Regardless of all the negativity, Google is still hopeful about the technology. The company even launched a new version in 2019!



NOKIA'S GAMING BLUNDER

Nokia was once one of the world's most successful cell phone companies. Its phones were used by people everywhere. Then, in the early 2000s, the first smartphones started hitting the market. Nokia understood the shift in technology and started releasing its own smartphones. The first smartphone models created by Nokia's developers were popular with adults. Then, as a way to gain younger customers, Nokia launched the N-Gage gaming smartphone in 2003. At that time, many teens carried both a portable gaming device and a portable phone. Nokia researchers thought it made sense to combine both devices into one. Young customers were hopeful about the N-Gage before it came out. Upon its release, though, the device was quickly labeled a failure. The device was hated because its awkward controls made it hard to operate, it had poor functionality, a low number of games, and poor battery life. The N-Gage failed to sell; Nokia admitted it was a failure and stopped production in 2005.



Comprehension

5 Circle true or false.

- | | | |
|--|------|-------|
| 1. Google Glass was introduced in 2019. | true | false |
| 2. Customers found problems with Google Glass after it was released. | true | false |
| 3. Most people thought Google Glass was affordable. | true | false |
| 4. Nokia released the N-Gage before smartphones became popular. | true | false |
| 5. The N-Gage satisfied customers but failed to sell well. | true | false |

6 Circle the answers.

- What was NOT a function of Google Glass?
 - the ability to search the internet
 - the ability to be used as binoculars
 - the ability to take photos
- Why would people think Google Glass violates privacy?
 - Users can use applications.
 - Users can take it off when they want.
 - Users can take photos of anything.
- What can most likely be said about the N-Gage?
 - Nokia didn't develop it well enough.
 - Nokia should have targeted adults.
 - It should have had fewer games.

7 Talk with a partner.

- Describe a product that you think failed. Why did it fail?
- Describe a product that you think is very successful. Why is it successful?
- How do you think companies decide on which products to produce?

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4 Read the articles. 6-08

- Listen to the audio.
- OR
- Read the articles aloud.
- OR
- Ask students to read parts of the articles aloud.
- Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- false
- true
- false
- false
- false

6 Circle the answers.

- Ask students to read the questions.
- Ask students to circle the correct answers.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- b
- c
- a

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Teacher's Note

More Technology Failures

Tell students about other technology failures. Research some online before class. Ask students if they can think of any more failed technologies. Below is a list of some of the more notable failures in technology.

- Oakley Thump sunglasses / earphones (2005)
- Xybernaut / Hitachi wearable PC (2002)
- Ford Edsel car (1957)
- DeLorean DMC-12 car (1981–1983)
- Segway self-balancing scooter (2001)
- Apple Pippin gaming console (1995)
- Sony Betamax video player (1975)
- Sony MiniDisc audio (1990s–2000s)
- Philips LaserDisc (1978)
- Samsung Galaxy Note7 smartphone (2016)

Extra Practice Technology Failures

Tell students to find a partner. Ask students to think of a failed technology and discuss it. Tell students to describe what the technology was intended to do, who it was intended for, and who made it. Ask students to make a list of why the technology failed. Tell students to research online if needed. When everyone is done working, ask each pair of students to present their failed technology to the class. Vote on which technology was the biggest failure. Remember to ask follow-up questions and give feedback.

Lesson D Writing

Aim: Write an argument for or against the use of technology

Vocabulary

1 Listen and number. 6-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

4. system
8. assist
2. similar
5. solve
3. somehow
7. temporary
6. speed
1. supporter / opponent

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. somehow
2. speed
3. solve
4. supporters
5. temporary
6. assist
7. system
8. similar

Expressions

Expressing uncertainty

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.

Extra Practice Debate

After activity 7, do a debate with the class. Tell students to get into groups of four. Then have each group come up with a topic of whether to use a certain kind of technology. Tell two students in each group to support it and two students to oppose it. Then ask students to take turns debating for and against the technology. Check students' conversations to make sure they're speaking properly. At the end, ask each group to present their technology and the for and against arguments to the class. Remember to ask follow-up questions and give feedback.

D Writing

Aim Write an argument for or against the use of technology

Vocabulary

1 Listen and number. 6-09



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. Even though Ricardo was exhausted, he was able to _____ finish the marathon.
2. The _____ of this computer is so slow. I really need a new one.
3. Everyone worked together to _____ the problem.
4. All of Hugo's _____ agreed with what he was saying.
5. This problem is only _____. Pretty soon, we will find a way around it.
6. Maria can _____ you with your work today.
7. Our new computer _____ is really complicated to use. You'd better study more about it.
8. Both of these devices are _____, but the one on the right is a little better.

Expressions

Expressing uncertainty

3 Look at the table.

Phrases	Examples
hedging your bets	Supporters are <i>hedging their bets</i> , saying the technology could be a great success or a massive failure.
not quite sure whether / if	I'm not quite sure <i>whether</i> A.I. will get better in the future.
not a great idea	It's <i>not a great idea</i> to be so hopeful about this technology.
in theory, but in practice	Self-driving cars are a great idea <i>in theory</i> , but <i>in practice</i> they are unreliable.
in reality	Supporters believe smart glasses will succeed, but <i>in reality</i> they will fail.
it is doubtful that	<i>It is doubtful</i> that humans will ever live on Mars.
no one can know for certain whether / if	<i>No one can know for certain</i> if we will all be driving flying cars in the future.

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Teacher's Note

Expressing Certainty and Uncertainty

Tell students some other phrases for expressing uncertainty. Then explain ways to express certainty. Make sure students understand how and when to use the expressions.

- Expressing uncertainty:
 - don't know for sure
 - it's very unlikely
 - have doubts about
 - there's some doubt in my mind
 - be not a hundred percent sure
- Expressing certainty:
 - be a hundred percent certain that
 - be absolutely sure
 - have no doubt about
 - don't think there can be any doubt
 - be positive that
 - be quite sure that
 - there's no doubt in my mind

4 Unscramble.

- and designing / Scientists / their bets / two systems. / are hedging

- It is / robots will / that / humans. / doubtful / replace

- but in practice / a good idea / people can lose / Automation is / their jobs. / in theory,

- if the environment / improved. / quite sure / can be / No one is

- problem will / can know / be solved. / No one / if the / for certain

5 Read the article. Circle the arguments for self-driving cars. Then put squares around the arguments against self-driving cars. Listen and check your answers. Then discuss the arguments with a partner.

NOTE
When you make an argument, you are making a claim that you believe is true. To convince your reader you are right, give examples or evidence that support your claim.



SELF-DRIVING CARS ARE THE FUTURE

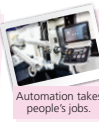
Self-driving cars are cars that drive themselves. They do not need human drivers to operate them. Supporters of self-driving cars believe the cars are safer drivers than human drivers. They say the computer systems that are found in self-driving cars react to dangerous situations at much faster speeds than humans. Self-driving cars also don't get distracted or fall asleep behind the steering wheel. As a result, there will be fewer car accidents if everyone starts using them. On the other hand, opponents of self-driving cars say that the cars aren't safe at all. They fear that a car's computer can be easily hacked, causing the car to be driven in a dangerous manner. Opponents also say that self-driving cars are good in theory, but in practice the way the computers think is not similar enough to the human brain. No two emergency situations are the same. Therefore, computers, which make decisions based on preprogrammed algorithms, may fail to account for every aspect of a unique situation. An experienced driver, on the other hand, can take every aspect of a unique situation into account. The driver can then react in a manner that best suits the situation. Thus, self-driving cars can make poor choices and cause more harm than humans. In the short-term, it is doubtful that self-driving cars will be used everywhere. However, I believe that the problems currently associated with them are only temporary and will be solved by developers. In the future, everyone will find themselves behind the wheel of a self-driving car.

- What is one advantage of a self-driving car?
- What is a disadvantage of a self-driving car?
- Do you think the advantages are greater than the disadvantages? Why?

NOTE
Remember, a counter-argument is a statement that opposes your argument.

Writing

6 Talk with a partner. Choose one statement to argue, or think of your own. Fill the table with your notes and ideas. Research your argument on the internet if needed.



Topic	
Claim (What do you believe?)	
Evidence (Give examples that support your claim.)	
Counter-Argument (What might opponents say?)	
Rebuttal (What would you say to opponents?)	
Conclusion (Restate your claim in a powerful way.)	

7 Write your argumentative paragraph on a separate piece of paper. Present it to the class. Who had the most convincing argument? Why?

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4 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

- Scientists are hedging their bets and designing two systems.
- It is doubtful that robots will replace humans.
- Automation is a good idea in theory, but in practice people can lose their jobs.
- No one is quite sure if the environment can be improved.
- No one can know for certain if the problem will be solved.

5 Read the article. Circle the arguments for self-driving cars. Then put squares around the arguments against self-driving cars. Listen and check your answers. Then discuss the arguments with a partner.

- Ask students to read the article.
- Ask students to circle the arguments for self-driving cars and put squares around the arguments against them.
- Listen to the audio.
- Check students' answers.

- Ask students to find a partner.
- Ask students to ask and answer the questions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

Answer Key

SELF-DRIVING CARS ARE THE FUTURE

Self-driving cars are cars that drive themselves. They do not need human drivers to operate them. Supporters of self-driving cars believe the cars are safer drivers than human drivers. They say the computer systems that are found in self-driving cars react to dangerous situations at much faster speeds than humans. Self-driving cars also don't get distracted or fall asleep behind the steering wheel. As a result, there will be fewer car accidents if everyone starts using them. On the other hand, opponents of self-driving cars say that the cars aren't safe at all. They fear that a car's computer can be easily hacked, causing the car to be driven in a dangerous manner. Opponents also say that self-driving cars are good in theory, but in practice the way the computers think is not similar enough to the human brain. No two emergency situations are the same. Therefore, computers, which make decisions based on preprogrammed algorithms, may fail to account for every aspect of a unique situation. An experienced driver, on the other hand, can take every aspect of a unique situation into account. The driver can then react in a manner that best suits the situation. Thus, self-driving cars can make poor choices and cause more harm than humans. In the short-term, it is doubtful that self-driving cars will be used everywhere. However, I believe that the problems currently associated with them are only temporary and will be solved by developers. In the future, everyone will find themselves behind the wheel of a self-driving car.

Possible Answers

- Computer systems in self-driving cars react to dangerous situations at much faster speeds than humans.
- A self-driving car's computers can be easily hacked and can cause the car to be driven in a dangerous manner.
- (Answers will vary.)

Writing

6 Talk with a partner. Choose one statement to argue, or think of your own. Fill the table with your notes and ideas. Research your argument on the internet if needed.

- Tell students to find a partner.
- Ask students to choose one of the statements or think of their own idea.
- Ask students to fill in the table with their ideas and notes.
- Tell students to write in the book or on a separate sheet of paper.
- Tell students to research online if needed.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

7 Write your argumentative paragraph on a separate piece of paper. Present it to the class. Who had the most convincing argument? Why?

- Tell students to work with the same partner as in activity 6.
- Ask students to write an argumentative paragraph based on their notes from activity 6.
- Tell students to write on a separate sheet of paper.
- Check students' writing to make sure they're doing it correctly.
- Ask each pair of students to present their work to the class.
- Discuss who had the best argument and why.
- Ask follow-up questions.
- Give feedback.

Lesson E Project

Aim: Create an invention to solve a daily problem

Video

- 1 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.
 - Ask students to look at the pictures.
 - Ask students to write a short summary about what they think will happen in the video.
 - Tell students to write their summaries on a separate sheet of paper.
 - Tell students to talk with a partner.
 - Tell students to share their summaries with their partner.

Scan the QR code to link to the Unit 6 video.

- 2 Watch the video. Number the pictures in order.

Video 6

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right
3, 2, 1

- 3 Watch again. Circle the answers.

Video 6

- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. c
2. c
3. a
4. c

E Project

Aim Create an invention to solve a daily problem

Video

- 1 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.
- 2 Watch the video. Number the pictures in order.



- 3 Watch again. Circle the answer.

1. What's wrong with the vacuum?
 - a. Max broke it.
 - b. Max's mom isn't quite sure.
 - c. It makes strange sounds.
 - d. It is too old.
2. The Marmar model is _____ but _____ it has many disadvantages.
 - a. good in theory; especially
 - b. expensive; totally
 - c. good in theory; actually
 - d. expensive; especially
3. What's the first thing Max would likely do if his mother purchased the Collector 9000 model?
 - a. He would train it.
 - b. He would take it to school.
 - c. He would wash Winslows.
 - d. He would vacuum it.
4. What does Max's mom likely do next?
 - a. buy Collector 9000
 - b. go home and fix her vacuum
 - c. buy an analog vacuum
 - d. let Max program a vacuum

- 4 Watch again. Fill in the blanks with the words you hear.

1. One _____ Korean company called NG Industries.
2. The other one is built by the American _____ Major Electronics.
3. It's a good product _____, but in reality it _____ disadvantages.
4. _____ this Marmar model, I recommend this _____.
5. Umm... Winslow, rather than _____ vacuum, I think we'd prefer an old-fashioned _____.

- 4 Watch again. Fill in the blanks with the words you hear.

Video 6

- Play the video again.
- Ask students to write the words they hear in the blanks.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. is made by a
2. company called
3. in theory, has lots of
4. Instead of, as an alternative
5. a fully robotic, analog one

5 Get in groups of three or four. List as many daily problems as you can. Write them below.

Ex. Doing homework

6 Choose one of your daily problems from the table above. Then fill in the table below to create an invention that will solve the daily problem.

Daily problem: _____

What the invention does to solve the problem: _____

Who the invention is for: _____

How the invention works: _____

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Name of the invention: _____

Price of the invention: _____

Draw a picture of the invention

7 Present your invention to the rest of the class. Discuss what can be added to improve each group's invention.

21st Century Skills

5 Get in groups of three or four. List as many daily problems as you can. Write them below.

- Tell students to get into groups of three to four.
- Ask students to make a list of as many daily problems as they can.
- Tell students to write their lists in the book or on a separate sheet of paper.
- Check students' lists to make sure they're doing them correctly.
- Give feedback.

6 Choose one of your daily problems from the table above. Then fill in the table below to create an invention that will solve the daily problem.

- Ask the groups to choose one of their daily problems from activity **5**.
- Ask students to think of an invention that will solve the daily problem.
- Ask students to fill in the table with information about the invention.
- Tell students to write and draw in the book or on a separate sheet of paper.
- Tell students to use passives and the expressions from this unit.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

7 Present your invention to the rest of the class. Discuss what can be added to improve each group's invention.

- Ask each group to present their invention to the class.
- Have the class discuss what can be added to each invention to improve it.
- Ask follow-up questions.
- Give feedback.

Extra Practice Improvement to Existing Technology

After activity **7**, tell students to find a new partner. Ask each pair of students to select a current piece of technology they would like to improve on. Ask students to explain why they want the improvement and exactly how it will improve the technology. Tell students to write their ideas on a separate sheet of paper. When everyone is done, ask each pair of students to present their work to the class. Vote on who had the best improvements and discuss what else could have been improved for each piece of technology. Remember to ask follow-up questions and give feedback.

Teacher's Note

Future Daily Problems

As an alternative to the project, ask students to think of a problem that might arise 100 years in the future. Then have them do activities **6** and **7** based on that problem. Make sure to tell students to clearly describe the future problem and the ways in which their invention will tackle it.

① Read and choose the best words to fill in the blanks.

- Ask students to read the passage.
- Ask students to circle the best words to fill in the blanks.
- Ask students to write the words in the blanks.
- Check students' answers.

Answer Key

1. b, Digital
2. a, helpful
3. c, solve
4. d, intelligent
5. a, afford
6. c, assist

② Read and fill in the blanks with the words in the box. One word is not used.

- Ask students to read the passage.
- Ask students to write the correct word from the box in each blank.
- Check students' answers.

Answer Key

1. industry
2. candidates
3. especially
4. preference
5. acceptable
6. advantage
7. generous

Teacher's Note

Modern Technology

Ask students to choose one piece of modern technology. Then ask them to write a short introduction of what the technology is, what it does, who it is intended for, how much it costs, and where it can be purchased. Tell students to use the passage in activity ① as an example. Tell students to write on a separate sheet of paper. When everyone is done writing, ask some students to present their work to the class. Remember to ask follow-up questions and give feedback.

① Read and choose the best words to fill in the blanks.

RIGBY: Your Digital Helper

1. _____ assistants are electronic devices that can answer your questions and do basic tasks for you. And the best, most
2. _____ digital assistant available today is Rigby. Rigby understands spoken questions and instructions. It can help you to
3. _____ everyday problems. Do you want to know the weather forecast, play a song, or make a shopping list? Just have Rigby do it for you! This 4. _____ device can even learn: the more you talk to Rigby, the smarter it gets. And for a limited time, we are offering Rigby for only \$59. At this price, everyone can 5. _____ one. Make your life easier—let Rigby 6. _____ you!



- | | | | |
|-------------------|---------------|--------------|----------------|
| 1. a. Acceptable | b. Digital | c. Generous | d. Scientific |
| 2. a. helpful | b. mechanical | c. messy | d. generous |
| 3. a. limit | b. admire | c. solve | d. identify |
| 4. a. appropriate | b. similar | c. cautious | d. intelligent |
| 5. a. afford | b. solve | c. advertise | d. admit |
| 6. a. operate | b. identify | c. assist | d. admire |

② Read and fill in the blanks with words in the box. One word is not used.

- | | | | |
|----------|------------|-----------|------------|
| generous | candidates | industry | especially |
| admire | acceptable | advantage | preference |

SALESPeOPLE NEEDED

Home Health is a leader in the medical equipment 1. _____, and we are looking for several new salespeople to join our team. Successful 2. _____ will be smart, ambitious, reliable, and 3. _____ energetic. We have a(n) 4. _____ for applicants with a degree in business or marketing. However, any college degree is 5. _____. Previous sales experience is also a(n) 6. _____. Our company offers a(n) 7. _____ salary as well as benefits. For more information and an application, visit HomeHealth.org today.



Teacher's Note

Personality Expressions

Explain some more personality expressions to students. Make sure students understand when and how to use them. Below is a list of some common expressions to describe personality.

Expression	Meaning
pain in the neck	an annoying person
bright spark	a clever person (often said sarcastically)
cold fish	a person who shows little emotion
dark horse	someone with greater abilities than he or she shows
lone wolf	someone who prefers to be alone
nerd	someone interested in science and technology
Moaning Minnie	someone who complains too much
happy camper	a generally happy person
smart cookie	an intelligent person
chatterbox	a very talkative person
oddball	a very strange person
wimp	a weak and cowardly person
big mouth	someone who can't keep a secret
creep	a very nasty person
early bird	a person who gets up and goes to work early

3 Circle the correct answers.

- My smart phone did / has / was made by a Japanese company.
- This course has been taught / is teaching / has taught by Dr. Soh for ten years.
- Your food is going to delivered / be delivered / be delivering soon.
- We can't go into our hotel room yet because it is cleaning / has been cleaned / is being cleaned.

4 Unscramble.

- who / People / don't like / alone. / are / extroverted / to be

- is not a / who / self-driving car. / Nicola, / wants a / good driver,

- you could / have / your house / In the / cleaned / by a robot. / future,

- get / need to / my eyes / by / / the doctor / checked

5 Listen and circle true or false. R3-01

- Zunes were sold before the iPod was invented. true false
- Most reviews of the Zune were bad. true false
- The Zune had some advantages over the iPod. true false
- Zunes were made until 2012. true false

6 Listen and circle the answers. R3-02

- What is the man in the conversation mainly doing?
 - explaining his own personality
 - asking about the woman's personality
 - describing his brothers' characters
 - predicting his brothers' futures
- What can we guess about Brian?
 - He thinks he's similar to his brothers.
 - He admires his brother Victor.
 - He only has a few close friends.
 - He is not close to his brother Peter.
- Adam is _____.
 - ambitious
 - cautious
 - easy-going
 - annoying

7 Listen again. Match each name with the most appropriate picture. One picture will not be used. Write an (X) under the picture that is not used. R3-02

Brian (speaker) Victor Adam Peter	 1. _____	 2. _____	 3. _____
	 4. _____	 5. _____	

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3 Circle the correct answers.

- Ask students to read the sentences.
- Ask students to circle the correct words / phrases.
- Check students' answers.

Answer Key

- was
- has been taught
- be delivered
- is being cleaned

4 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

- People who are extroverted don't like to be alone.
- Nicola, who is not a good driver, wants a self-driving car.
- In the future, you could have your house cleaned by a robot.
- I need to get my eyes checked by the doctor.

5 Listen and circle true or false. R3-01

- Listen to the audio.
- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- false
- false
- true
- true

6 Listen and circle the answers. R3-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- c
- b
- c

7 Listen again. Match each name with the most appropriate picture. One picture will not be used. Write an (X) under the picture that is not used. R3-02

- Listen to the audio.
- Ask students to write the name under the most appropriate picture.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- Peter
- Brian
- X
- Victor
- Adam

UNIT 7

EXPLORING ENVIRONMENTAL POLICIES

This unit will give students the ability to talk about environmental issues and policies using causative verbs. Students will also be able to create their own environmental policies.

Scan the QR code to download the Unit 7 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 7 AIMS

- Lesson A: Read about how environmental issues are being handled
- Lesson B: Listen to people share their opinions about environmental policies
- Lesson C: Give your opinion about environmental issues
- Lesson D: Write your opinion about environmental policies
- Lesson E: Write three environmental policies

Target Skills

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
arrangement average discourage economy handle method policy politics	approach complex distinction essential evidence lecture respect topic
Lesson C	Lesson D
argument belief debate effective / ineffective permit persuade point professor	article council equal fair / unfair implement judgment response subject
Lesson E	
complex dramatic evidence frequent reform	

UNIT 7

EXPLORING ENVIRONMENTAL POLICIES

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about how environmental issues are being handled
- B Listening** Listen to people share their opinions about environmental policies
- C Speaking** Give your opinion about environmental issues
- D Writing** Write your opinion about environmental policies
- E Project** Write three environmental policies

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Look at the photo and answer the questions.

1. What's happening in the picture?
2. Is pollution a problem in your country?
3. What are some things that can cause pollution?
4. What can we do to reduce pollution?

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Key Grammar

causatives

Causative verbs are used to show that one person or thing makes something happen. We commonly use the causative verbs *let*, *make*, *have*, *get*, and *help*.

Causative Verbs	Usages	Examples
let	to allow or give permission for something to happen	The professor <i>lets</i> her best students help her with academic research.
make	to cause or force something to happen	The protesters <i>made</i> the restaurant close early.
have	to give someone a responsibility to do something	We'll <i>have</i> the students sit in a circle in the middle of the class.
get	to convince or persuade someone to do something	I <i>got</i> him to change his mind on climate change.
help	to aid someone in doing something	We <i>help</i> the public to better understand the issue.

Unit 7 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 7 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about the environment and environmental policies.

Ex.

What are some important environmental issues in your country?
 What is your country doing to tackle them? Is it enough? Why or why not?
 What do you think is the most important environmental issue in the world? What are people in your country doing about it?

Lesson A Reading

Aim: Read about how environmental issues are being handled

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. **7-01**

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

Answer Key

- | | |
|----------------|---------------|
| 1. arrangement | 2. discourage |
| 3. policy | 4. average |
| 5. economy | 6. method |
| 7. politics | 8. handle |

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

- | | |
|---------------|----------------|
| 1. policy | 2. politics |
| 3. discourage | 4. average |
| 5. method | 6. arrangement |
| 7. economy | 8. handle |

Pre-reading

3 Look at the pictures. Talk with a partner. How would you describe the people in the photos? What are they doing? What sorts of things do you think they are talking about?

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to discuss the people in the pictures, who they might be, what they are doing, and what they could be talking about.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

A Reading

Aim Read about how environmental issues are being handled

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear. **7-01**

handle	method	arrangement	policy
discourage	politics	average	economy



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. The government's new _____ for dealing with environmental issues is very unpopular.
2. I want to study _____ so I can someday work for the government.
3. Teachers strongly _____ the use of cell phones during class.
4. The _____ person doesn't do a lot of research before making a purchase.
5. If you follow the correct _____, you will get the correct result.
6. I've made a(n) _____ for the taxi to meet us there after the party.
7. There were many successful industries, so the country's _____ was doing well.
8. Do you think you can _____ another class? You're already taking six courses!

Pre-reading

3 Look at the pictures. Talk with a partner. How would you describe the people in the photos? What are they doing? What sorts of things do you think they are talking about?



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Teacher's Note

Environmental Issues and Solutions

Before class, prepare a list and research some important global environmental issues, where they are taking place, and the things governments are doing to tackle them. During class, ask students about common environmental issues they know of and what their country is doing to tackle them. Then discuss some of the issues and solutions that students didn't mention. Below are some common environmental issues.

- Deforestation
- Pollution
- Water scarcity / pollution
- Loss of biodiversity
- Overpopulation
- Waste disposal
- Recycling
- Fossil fuels vs. renewables
- Climate change

4 Read the article. 7-02

NOTE
Climate crisis is the term scientists and governments are now using to refer to climate change and global warming.

READ ALL ABOUT IT

The environment is an important issue in politics these days. It is the subject of many government meetings. In fact, there have been huge efforts to write global environmental policies; these policies aim to prevent climate crisis. The Kyoto Protocol is one type of environmental policy which has been put into practice in many countries around the world. So far, evidence suggests that the Kyoto Protocol has been successful; the agreement seems to be a very positive one.

However, others argue that "green energy" policies aren't always a good thing. This isn't because they like pollution or want the world to be worse off; it's because they disagree with the way the government chooses to handle some situations. The problem, some say, is that certain policies have little actual effect on the environment and that all these policy changes do is hurt the average person. For example, since attempting to switch to greener energy, some governments now make people pay taxes for using less-efficient, less "green" energy.

People also argue that smaller concerns about environmental issues are made out to be more important than they should be. For example, some ads discourage the use of plastic straws. However, some say that using straws is a small problem to focus on when we have much larger issues to handle. They say that this method of handling climate crisis does not help the situation. They believe that focusing on what the average individual can do isn't helpful, and that we should be focusing on what larger businesses and governments can do instead.

Many believe that the government should let those affected by the policies the most have more opportunity to decide how and when different methods are used to fight climate change.

Many are asking: "What real change can we make by ourselves?" Instead of doing simple things, like using fewer straws, people need to get more involved in politics in order to make a difference. We all need to work together and take another look at how we are handling environmental issues.

There are a lot of ways to create new policies. One method is to present facts and information, as well as solutions, and then let the public vote on all new policies. It's important to have the public's opinion because environmental policies affect the everyday lives of the people.



Comprehension

5 Circle true or false.

- | | | |
|---|------|-------|
| 1. The Kyoto Protocol had an effect on the world. | true | false |
| 2. The climate crisis has changed government policies. | true | false |
| 3. There are taxes that discourage people from using less-efficient energy. | true | false |
| 4. Most people believe that the biggest change we can make is using fewer straws. | true | false |
| 5. Everyone agrees "green energy" policies are better than the alternatives. | true | false |

6 Circle the best title for the reading.

- | | |
|--|---|
| a. The Kyoto Protocol | b. How to Write Government Policies |
| c. Exploring the Politics of Climate Change | d. The Politics of the Average Individual |
| e. What You Can Do to Prevent Climate Change | f. It's Best to Use Fewer Straws |

7 Read the comments below. Circle the ones you agree with and put a line through the ones you disagree with.

- The government should do more to prevent climate crisis.
- Big business should have a vote on environmental policies.
- Everyone should use green energy, despite how much more it costs.
- We need more environmental policies like the Kyoto Protocol.

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4 Read the article. 7-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to read the sentences and circle true or false.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- true
- true
- true
- false
- false

6 Circle the best title for the article.

- Ask students to read the titles.
- Ask students to circle the title that best matches the article.
- Check students' answers.

Answer Key

C

7 Read the comments below. Circle the ones you agree with and put a line through the ones you disagree with.

- Ask students to read the comments.
- Ask students to circle the comments they agree with and put a line through the ones they disagree with.
- Check students' work to make sure they're doing it correctly.
- Ask some students to share their answers and the reasons for their opinions with the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice More Environmental Policies

Tell students to get into groups of three or four. Ask each group to think of the environmental topic that they think is the most important. Ask students to make a list of the steps their country, or the world, is doing to combat the issue. Then ask students to create a list of steps that they think will help in better combating the issue. Tell students to research online if needed. Ask students to write their lists on a separate sheet of paper. Remind students to list reasons for the steps they are proposing. When everyone is done working, ask each group to present their ideas to the class. List the environmental issues on the board. Discuss the steps to combat the issues that students came up with. Vote on which team had the best ideas. Then discuss other ideas that each group could have added. Remember to ask follow-up questions and give feedback.

Lesson B Listening

Aim: Listen to people share their opinions about environmental policies

Vocabulary

1 Listen and number. 7-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

7. topic
4. evidence
6. approach
5. respect
3. lecture
2. essential
1. complex
8. distinction

- Practice again. Point at different pictures and ask students to say the words.

2 Listen to the conversations and circle the words you hear. 7-04

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. complex, approach, topic
2. lecture, respect, topic, distinction
3. essential, approach, lecture
4. evidence, complex, topic, approach, essential

Focus

3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to talk about different ideas.

4 Fill in the blanks with *so*, *such*, or *that*.

- Ask students to read the sentence prompts.
- Ask students to fill in the blanks correctly with *so*, *such*, or *that*.
- Check students' answers.

Answer Key

1. so, that 2. such, that
3. such, that 4. so, that
5. so, that 6. such, that

B Listening

Aim Listen to people share their opinions about environmental policies

Vocabulary

1 Listen and number. 7-03



2 Listen to the conversations and circle the words you hear. 7-04

- | | | |
|------------|-----------|-------------|
| 1. complex | evidence | approach |
| topic | lecture | respect |
| 2. lecture | respect | approach |
| topic | complex | distinction |
| 3. complex | essential | approach |
| evidence | lecture | respect |
| 4. complex | evidence | approach |
| essential | topic | distinction |

Focus

3 Talk with a partner.



4 Fill in the blanks with *so*, *such*, or *that*.

1. I was _____ frightened _____ I had to go home.
2. It was _____ a surprising comment _____ I didn't know how I should reply.
3. That was _____ a good lecture _____ I want to hear it again!
4. Do you think the audience was _____ tired _____ they didn't clap?
5. Don't be _____ quiet _____ they can't hear you!
6. I'm _____ a shy person _____ I really never share my opinions.



Teacher's Note

Environmental Vocabulary

Explain other environmental vocabulary to students. Make sure students understand when and how to use the following vocabulary.

acid rain <i>noun</i>	energy-efficient <i>adj.</i>	preserve <i>verb</i>
ban <i>verb</i>	environmentalist <i>noun</i>	protect <i>verb</i>
carbon dioxide <i>noun</i>	extinct <i>adj.</i>	recycle <i>verb</i>
carpool <i>verb</i>	fossil fuel <i>noun</i>	reforestation <i>noun</i>
clearcutting <i>noun</i>	global warming (climate change) <i>noun</i>	rely on <i>verb</i>
climate change <i>noun</i>	green <i>adj.</i>	renewable <i>adj.</i>
compost <i>verb</i>	greenhouse gas <i>noun</i>	renewables <i>noun</i>
conservation <i>noun</i>	habitat <i>noun</i>	reuse <i>verb</i>
consume <i>verb</i>	hazardous waste <i>noun</i>	smog <i>noun</i>
contaminated <i>adj.</i>	minimize <i>verb</i>	toxic <i>adj.</i>
domestic waste (household waste) <i>noun</i>	pesticide <i>noun</i>	toxin (toxic chemical) <i>noun</i>
dump <i>verb</i>	pollutant <i>noun</i>	use up <i>verb</i>
ecosystem <i>noun</i>	pollute <i>verb</i>	waste <i>verb</i>
emit <i>verb</i>	pollution <i>noun</i>	zero-emission <i>adj.</i>
endangered species <i>noun</i>		

Aim: Give your opinion about environmental issues

Vocabulary

1 Listen and number. 7-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

- | | |
|--------------|----------------------------|
| 5. professor | 8. persuade |
| 2. point | 4. permit |
| 6. belief | 1. argument |
| 7. debate | 3. effective / ineffective |

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. g | 2. d |
| 3. h | 4. a |
| 5. c | 6. b |
| 7. e | 8. f |

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different ideas and advice.

Teacher's Note

Sources of Greenhouse Gas Emissions

Explain to students that greenhouse gas emissions mainly come from industries related to industrial processes, electric power stations, transportation fuels, land use and biomass burning, agricultural production, fossil fuel retrieval and processing / distribution, and waste disposal and treatment. Make sure students understand this, and then ask them what they think the biggest contributors to greenhouse gases are in their country.

Aim Give your opinion about environmental issues

Vocabulary

1 Listen and number. 7-06



2 Match the words with the definitions.

- | | |
|----------------|---|
| 1. argument • | • a. a teacher of college or university classes |
| 2. belief • | • b. to allow something |
| 3. debate • | • c. an idea or opinion that is said or written |
| 4. professor • | • d. something that you think is true |
| 5. point • | • e. something that works well |
| 6. permit • | • f. to convince someone to believe something |
| 7. effective • | • g. reasons to support or be against an idea or suggestion |
| 8. persuade • | • h. a serious discussion |

Focus

3 Talk with a partner.



4 Listen and circle the answers. Then talk with a partner and give your own answers to the questions. 7-07

- What was the main topic of the lecture?
 - environmental policies
 - climate change
- Why did they meet every Friday?
 - to solve a debate
 - to prepare for the championships
- Why didn't she fail the course?
 - she had more time to prepare
 - she persuaded the teacher to pass her
- Why did they talk about the economy?
 - to have an argument
 - to better understand
- Why did they clean up the park?
 - to play together
 - to help the environment
- What did the teacher permit?
 - students using tests
 - students using their books

4 Listen and circle the answers. Then talk with a partner and give your own answers to the questions. 7-07

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.
- Tell students to find a partner.
- Ask students to discuss the questions and come up with their own answers.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their answers with the class.
- Ask follow-up questions.
- Give feedback.

Answer Key

- b
- b
- a
- b
- a
- b

Grammar

6 Look at the table.

NOTE

When you use *got* in the causative form, you must use the infinitive phrase of *to + base verb*.
Subject + causative verb + object + to + base verb.
She got me to talk about climate change.

Causative Verbs		
Causative verbs are used to give a job or responsibility to someone else.		
Causative Verb	Usages	Examples
get	to convince or persuade someone to do something	The professor gets her students to write the questions on the board. He got me to go to the debate with him.
help	to aid someone in doing something	The professor helps me to write a better essay. He helped me speak about the environment.

NOTE

When you use *help* in the causative form, *to* before the base verb is optional.

6 Use the causative verbs and vocabulary words to write sentences. Talk with a partner. See how many different sentences you can come up with together with the words.

Causative Verb	Vocabulary Words	Sentences
help	professor, lecture	Ex. I help the professor with their lecture.
get	friend, meeting	
helped	mother, understand	
got	teacher, listen	
helps	brother, write	

Speak Up

7 Match the sentence parts. Then talk with a partner. Compare answers. Then come up with questions that fit the statements.

- | | | |
|---|---|--|
| 1. She got me to listen to all the facts | • | a. so that he might get a better grade. |
| 2. They helped the students understand the important points | • | b. so that he could write an effective policy. |
| 3. He helped the scientist gather enough evidence | • | c. so that she could persuade him to join the debate club. |
| 4. The professor helped Ben with his essay | • | d. so that I could make a better argument. |
| 5. She got him to listen to her arguments | • | e. so that they would do better at the debate. |

8 Read the passage. Talk with a partner.

There is some debate over whether the newest environmental policy is effective or not. It concerns the issue of greenhouse gas emissions. Greenhouse gas emissions are a type of pollution and the main cause of climate change. The new policy would charge individuals a tax on the energy that they use in an effort to reduce the amount of pollution. There is some debate, however, about how this will affect the average person and the economy. Some people believe that it is up to businesses and governments to handle most of the cost. Others believe this approach will cost the average person too much money. To help us understand this better, we talked to Professor Abernathy about his thoughts on the matter. His argument was that we have to tax everyone so that we can solve the problem as fast as possible.

- What do you agree with in the article? What do you disagree with?
- What are the pros and cons of an energy tax? Think of three pros and three cons.
- Finish the sentence: The government should do _____ to reduce climate change.
- Talk about the following environmental issues with a partner.

Smog: air pollution mixed with fog



Drought: a long period of time with little rain



Deforestation: cutting down a lot of trees in a large area



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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

6 Use the causative verbs and vocabulary words to write sentences. Talk with a partner. See how many different sentences you can come up with together with the words.

- Tell students to find a partner.
- Ask students to look at the table and write as many sentences as they can using the given words.
- Tell students to write on a separate sheet of paper.

Answer Key

Possible Answers

- I got my friend to go to the meeting.
- I helped my mother understand the argument.
- I got the teacher to listen to the debate.
- My brother helps write environmental policies.

Speak Up

7 Match the sentence parts. Then talk with a partner. Compare answers. Then come up with questions that fit the statements.

- Ask students to read the sentence parts.
- Ask students to match the correct sentence parts.
- Tell students to find a partner.
- Ask students to compare answers with their partner.
- Ask students to write questions that are answered by the sentences.
- Check students' answers.

Answer Key

Possible Answers

- d; How did she help you come up with an argument?
- e; How did they help the students do better at the debate?
- b; How did he help the scientist write an effective policy?
- a; How did Ben get a better grade on his essay?
- c; How did she persuade him to join the debate club?

8 Read the passage. Talk with a partner.

- Tell students to find a partner.
- Ask students to read the passage.
- Ask students to discuss the questions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.


Extra Practice Causative Environmental Questions Mingle

After activity 8, get each student to come up with a list of five environmental issues. Tell students they can use the ones from activity 8 as well. Then have students write questions using causative verbs about how their government can solve the environmental issues. For example, "What can the government get people to do to fight air pollution?" After every student has completed their questions, tell students to walk around and ask five different students each of their questions. Tell students to write down their answers along with who gave the answer. Tell students to use causative verbs in their answers. When everyone is done, ask some students to share their questions and answers with the class. Remember to ask follow-up questions and give feedback.

Lesson D Writing

Aim: Write your opinion about environmental policies

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  7-08

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the vocabulary word under the correct picture.

Answer Key

1. subject
2. fair
3. council
4. implement
5. article
6. judgment
7. equal
8. response

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. fair
2. equal
3. response
4. council
5. article
6. judgment
7. subject
8. implement

Expressions

Phrasal verbs with up and down

3 Look at the table.









- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.

D Writing

Aim Write your opinion about environmental policies

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  7-08

article response	fair / unfair implement	equal judgment	subject council
1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. Do you think that this policy is _____ to everyone?
2. All people are _____. One person isn't better than another.
3. In _____ to your question, yes, I do believe in climate change.
4. I'm thinking about joining the city _____. I'd like to be more involved in the community.
5. I enjoyed the _____ in *Environment Now* magazine. It had a lot of information on gas prices!
6. I think the company showed very good _____ by hiring that cleanup crew.
7. Which _____ should we discuss at the meeting tonight—air pollution or noise pollution?
8. Once we _____ the changes, our city streets and parks will be cleaner!

Expressions

Phrasal verbs with up and down

3 Look at the table.

Phrasal Verbs	Meanings	Examples
take up	start	He decided to <i>take up</i> a new hobby.
give up	quit	She decided to <i>give up</i> teaching.
keep up	continue	They're going to <i>keep up</i> the weekly meetings.
blow up	make a bigger issue of (than necessary)	They always <i>blow up</i> issues about the environment.
break down	examine in detail	I need to <i>break down</i> the policy for me.
play down	make seem less important	Don't <i>play down</i> the problems we're seeing!
set down	put in writing	It's time we <i>set down</i> this club's rules.
wear down	make tired of or exhausted	If I <i>wear down</i> my mother, she will buy me the jeans I want.

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Teacher's Note

More Phrasal Verbs with Up and Down

Explain some more phrasal verbs with *up* and *down*. Make sure students understand when and how to use the phrasal verbs. Below is a list of other phrasal verbs with *up* and *down*.

heat / warm up	to warm something	The planet has been <i>warming up</i> .
dry up	to become completely dry	The Aral Sea <i>dried up</i> .
use up	to completely use something	We don't want to <i>use up</i> all of our natural resources.
cool down	to cool something	We need to <i>cool down</i> the planet.
die down	to become less important	This issue has <i>died down</i> recently.
settle down	to become stable	The temperature has <i>settled down</i> recently.
calm down	to become more relaxed	People seem to have <i>calmed down</i> about climate change.

4 Write the correct phrasal verbs from the table in the blanks.

- I'd like to _____ article writing for newspapers. I think it would be a neat job!
- Your response seemed to _____ all the environmental issues we have. Don't you think they matter?
- Please _____ the great work. I can't wait to see your results!
- We _____ noise pollution in our report. We hope explaining the details will help people understand the situation better.
- If you _____ your opponent, you will win the debate!

5 Read the article and the response. Then answer the questions.

Fine-Dust Pollution

What to do about the fine-dust problem is a big debate around the world. Fine dust comes from burning fossil fuels to create energy. This dust raises the amount of pollution in the air every year.

People are suggesting a few ways to implement solutions to the problem. One is to let everyone pay for the problem by taxing them. Another solution being suggested is that certain parts of every city have no power during certain times of the day or night. Yet a third suggestion is to make some industries pay extra money to help clean up the environment.

Solving the fine-dust pollution problem is a complicated task. But it has to be done for the sake of people's health. Many people become ill from the dust every day and a solution must be found soon.

Dear Editor,

I 1. _____, "Fine-Dust Pollution," and this 2. _____. It is my opinion that none of these solutions 3. _____. I'm in agreement that the impact which fine dust has on people's health is a problem. However, I don't believe the best way to solve the problem is through taxing people. 4. _____ that this "solution" won't reduce the amount of pollution; it will only make the average person poorer. Furthermore, making companies pay for environmental issues will not solve the problem. The cost will simply be passed down to individuals, and have the same result as taxing people. There is no good evidence to suggest that implementing fines or punishments makes any difference. However, that doesn't mean I want 5. _____. It is my opinion, therefore, that we have to create a council to 6. _____ some better solutions for people to consider.

Circle the best words for each space.

- | | | |
|------------------------------|-----------------------|-----------------------------|
| 1. a. just read your article | b. wrote this article | c. implemented this article |
| 2. a. is unfair | b. is judgment | c. is my response |
| 3. a. are not very unfair | b. are very fair | c. are equal |
| 4. a. It's my judgment | b. It's my implement | c. It's my council |
| 5. a. to just blow up | b. to just give up | c. to set down |
| 6. a. try and blow up | b. try and give up | c. try and set down |

NOTE

What are some environmental issues in your country? Why are they serious problems? What has your country done to help solve these problems?

Writing

6 On a separate piece of paper, write your own response to the article in Lesson A titled "Read All About It." Include in your response:

- What is the main subject of the article?
- What problems are mentioned in the article?
- What solutions are offered?
- Do you agree or disagree with these solutions?
- What is your argument in support of the solution? If you disagree, why do you think it's a bad idea?
- What would be another way to solve the problem?

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4 Write the correct phrasal verbs from the table in the blanks.

- Ask students to read the sentence prompts.
- Ask students to write the correct phrasal verb from activity 3 in each blank.
- Check students' answers.

Answer Key

- take up
- play down
- keep up
- break down
- wear down

5 Read the article and the response. Then answer the questions.

- Ask students to read the article and the response.
- Ask students to circle the best phrase for each blank in the response.
- Check students' answers.

Answer Key

- | | | |
|------|------|------|
| 1. a | 2. c | 3. b |
| 4. a | 5. b | 6. c |

Writing

6 On a separate piece of paper, write your own response to the article in Lesson A titled "Read All About It." Include in your response.

- Ask students to read the Lesson A reading on p. 87 again.
- Ask students to write a response to the article.
- Tell students to include the required information in their responses.
- Tell students to use the response in activity 5 as an example.
- Tell students to write their responses on a separate sheet of paper.
- Check students' writing to make sure they're doing it correctly.
- Ask some students to share their responses with the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice Controversial Environmental Issues

Tell students to get into groups of three or four. Then have them make a list of three to five controversial environmental issues. When everyone is done listing issues, ask each group to say what they came up with. List all of the students' controversial environmental issues on the board. Make sure to not list duplicates. Then tell each group to choose one issue. Make sure there is no overlap between groups. Ask half the students in one group to choose one side of the issue and the other half to choose the other side of the issue. Tell one side to write their views on the issue similar to the article in activity 5. Then tell the other side to write a response to the first side similar to the response in activity 5. When every group is done writing, ask each group to share their work and ideas with the class. Remember to ask follow-up questions and give feedback. Below is a list of some common controversial environmental issues. Explain them to students if they are having trouble coming up with their own ideas.

- Some people claim climate change isn't real.
- Some people claim climate change is a natural part of the Earth's cycle and is not man-made.
- Poor developing countries should make the same efforts as rich countries when it comes to fighting pollution and climate change.
- The world is too far gone to save from the negative impacts of pollution and climate change, so why bother.
- We should use "clean" forms of fossil fuels like brown coal instead of renewables.

Lesson E Project

Aim: Write three environmental policies

Video

1 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

1. c 2. a 3. e 4. b 5. d

2 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.

- Ask students to look at the pictures.
- Ask students to write a short summary about what they think will happen in the video.
- Tell students to write their summaries on a separate sheet of paper.
- Tell students to talk with a partner.
- Tell students to share their summaries with their partner.

Scan the QR code to link to the Unit 7 video.

3 Watch the video. Number the pictures in order.

Video 7

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right

1, 3, 2

4 Watch again. Circle the answers.

Video 7

- Ask students to read the questions.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. a 2. a 3. c 4. c

E Project

Aim Write three environmental policies

Video

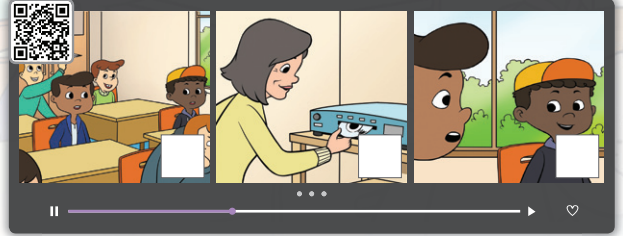
1 Match the words with the definitions.

- | | | |
|-------------|---|--|
| 1. dramatic | • | a. complicated |
| 2. complex | • | b. to make an improvement or make better |
| 3. frequent | • | c. sudden and large |
| 4. reform | • | d. something that proves something else |
| 5. evidence | • | e. happening often |

2 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.

3 Watch the video. Number the pictures in order.

Video 7



4 Watch again. Circle the answers.

Video 7

- Andrew thinks the film will have _____ subtitles.

a. ineffective	b. effective	c. essential	d. inessential
----------------	--------------	--------------	----------------
- The subject of the film is _____.

a. how environmental issues are being handled	b. someone's opinions on environmental policies
c. an argument denying climate change	d. damage done to the environment by carbon tax
- Which of these is NOT a reason for making environmental policies?

a. reducing carbon emissions
b. preventing carbon from being released into the atmosphere
c. making it difficult for countries to keep up
d. making it difficult for people to play down climate change
- Whether or not climate change is real can be described as a(n) _____ debate.

a. topic	b. effective	c. complicated	d. average
----------	--------------	----------------	------------

5 Watch again. Circle true or false.

Video 7

- The students are watching a documentary. true false
- The film only talks about evidence, not opinions. true false
- There is no debate surrounding climate change. true false
- All scientists believe companies should pay a carbon tax. true false
- Carbon tax is about discouraging pollution. true false



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5 Watch again. Circle true or false.

Video 7

- Play the video again.
- Ask students to read the sentences and circle *true* or *false*.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. true 2. false 3. false 4. false 5. true

Teacher's Note

Answers to Climate Change

After activity 5, discuss other methods of combating climate change with students. Ask students to come up with ideas. Discuss students' ideas and what can be done to improve them. Then introduce other methods to combat climate change that students didn't mention. Some ways to combat climate change include using renewable energy, adopting carbon capture technology, building combined heat and power plants, using alternative fuel vehicles in public and private transportation, developing better global protocols, and so on.

6 Research three environmental issues online, or read about environmental issues on p. 146.

Ex.



oil spill



melting ice



fine dust

7 On a separate piece of paper, make a list of possible solutions for each problem. Try to come up with at least three possible solutions.

Problem	Ex. Oil Spill
Solution 1	Have volunteers clean it up.
Solution 2	Hire a company to clean it up.
Solution 3	Don't clean it up.

8 Now think about the pros and cons for each of the solutions. Use a separate piece of paper and a table like the one below.

Problem	Ex. Oil Spill	Solution 1	Find volunteers to clean it up.
Pros		Cons	
doesn't cost any money		may not be enough volunteers	
makes people feel good to help		might not know how to do it right	

NOTE
A pro is something good about the solution. A con is something bad or a problem with the solution.

9 Choose the best solution. Discuss why people will approve of your solution.

10 Write a short piece explaining the policy you wish to create. Use the information you gathered from researching the issue, as well as the information you learned while doing the pros and cons list. Choose the best solution as your policy. Follow the format shown below.

Ex.

Sentence 1 Topic Sentence: The subject of this policy is oil spills.

Sentence 2 List possible solutions: The three possible solutions were 1. to have volunteers clean it up, 2. to hire a company, or 3. not to clean it up at all.

Sentence 3 Give the best solution: The most effective solution is to hire a company.

Sentence 4 Give the reason why: This is the best solution because hiring a company is the best way to be sure that the spill is properly cleaned up.

Sentence 5 Give details about the solution: The cost of cleaning up the oil spill will be charged to the company or person who caused the spill.

21st Century Skills

6 Research three environmental issues online, or read about environmental issues on p. 146.

- Ask students to research three environmental issues online, or read the environmental issues on page 146.
- Ask students to take notes on their selected issues.
- Tell students to write their notes on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

7 On a separate piece of paper, make a list of possible solutions for each problem. Try to come up with at least three possible solutions.

- Ask students to come up with at least three solutions to each problem from activity 6.
- Tell students to write their solutions on a separate sheet of paper.
- Check students' solutions to make sure they're writing correctly.
- Give feedback.

8 Now think about the pros and cons for each of the solutions. Use a separate piece of paper and a table like the one below.

- Ask students to think about the pros and cons of each of their solutions from activity 7.
- Tell students to write their pros and cons on a separate sheet of paper.
- Tell students to list their pros and cons in a table like the one in the book.
- Check students' pros and cons to make sure they're writing correctly.
- Give feedback.

9 Choose the best solution. Discuss why people will approve of your solution.

- Tell students to find a partner.
- Ask students to choose their best solution from activity 7.
- Ask students to take turns discussing their best solutions and why people will approve of their solutions.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

10 Write a short piece explaining the policy you wish to create. Use the information you gathered from researching the issue, as well as the information you learned while doing the pros and cons list. Choose the best solution as your policy. Follow the format shown below.

- Ask students to write a short paragraph that explains the policy they want to create.
- Tell students to choose their best solution as their policy.
- Tell students to use the information they found in their research and their pros and cons list to write their paragraphs.
- Tell students to follow the given format.
- Tell students to write on a separate sheet of paper.
- Check students' work to make sure they're writing correctly.
- Ask some students to share their work with the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice Policy Additions

After activity 10, write each student's environmental issue and policy on the board. Then discuss each policy as a class. Talk about what can be added or excluded from each policy to make it better. Vote on which student had the best policy and why. Remember to ask follow-up questions and give feedback.

UNIT
8

WHAT WILL YOU BE HAVING?

This unit will give students the ability to order food in a restaurant, make special requests, talk about special diets, food preferences, and good and bad manners using gerunds, infinitives, and different *-ing* forms.

Scan the QR code to download the Unit 8 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 8 AIMS

- Lesson A: Listen to people taking and making meal orders
- Lesson B: Ask questions about a dish, state preferences, and make special requests
- Lesson C: Read about preferences and manners in different cultures
- Lesson D: Write an email requesting special accommodations
- Lesson E: Make a food guidebook for people with special needs or diets

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
accompany bistro bland fetch order particularly raw savory	approximately arrange base bitter contain flavor frozen instead (of)
Lesson C	Lesson D
compared depend etiquette interrupt interval meanwhile proper refuse	(in) advance atmosphere (in) case insist nearby occasion otherwise owner

UNIT 8

WHAT WILL YOU BE HAVING?

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people taking and making meal orders
- B Speaking** Ask questions about a dish, state preferences, and make special requests
- C Reading** Read about preferences and manners in different cultures
- D Writing** Write an email requesting special accommodations
- E Project** Make a food guidebook for people with special needs or diets

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Look at the photo and answer the questions.

1. What is happening in the picture?
2. What is your favorite kind of restaurant? Why?
3. What kinds of food do you enjoy? What kinds of food can you not eat?
4. How would you describe food from your country?

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Key Grammar

gerunds and infinitives

Gerunds and infinitives are verb forms that act as nouns. A gerund is formed using **verb + -ing**. An infinitive is formed using **to + verb**. Some verbs can only be followed by infinitives, while others can only be followed by gerunds. Gerunds and infinitives can also be used at the beginning of sentences.

Usages	Examples
following a verb	Jess started <i>eating</i> healthy food this year. Teresa offered <i>to buy</i> her students dinner.
at the beginning of a sentence as a subject	<i>Peeling</i> these kinds of fruits is quite difficult. <i>To find</i> a decent restaurant in this town is not hard.
infinitives can also appear in the form verb + noun / pronoun + infinitive	Rhea has the determination <i>to get ahead</i> in this industry.

Some verbs can be followed by both gerunds and infinitives. For some verbs, this changes the meaning, while for other verbs, the meaning remains the same.

Usages	Examples
without a change in meaning	Will you continue <i>working</i> at the bistro next year? / Will you continue <i>to work</i> at the bistro next year?
with a change in meaning	He remembered <i>going</i> to the swimming pool. (He went to the swimming pool and later had a memory of it.) He remembered <i>to go</i> to the swimming pool. (He didn't forget his plan to go to the swimming pool.)

-ing forms

-ing forms can also appear as verbs and adjectives.

Usages	Examples
Continuous tenses use the -ing form of the verb.	I've been <i>working</i> as a chef here for six months.
Adjectives usually appear after the verb <i>be</i> , adverbs such as <i>really</i> , or before nouns.	The recipe is not for beginners; even for me it was <i>challenging</i> .

Unit 8 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 8 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about food.

Ex.

- What is your favorite foreign cuisine? Why?
- What is your least favorite foreign cuisine? Why?
- Describe the most famous dish from your country.
- What would you recommend a foreigner to eat from your country's cuisine? Why?

Lesson A Listening

Aim: Listen to people taking and making meal orders

Vocabulary

1 Listen and number. 8-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

2. accompany
1. bistro
8. bland
6. fetch
7. order
4. savory
5. particularly
3. raw

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. order
2. bland
3. fetch
4. accompany
5. raw
6. particularly
7. bistro
8. savory

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different foods and preferences.

4 Listen and circle the answers. 8-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. b 2. c 3. a

A Listening

Aim Listen to people taking and making meal orders

Vocabulary

1 Listen and number. 8-01

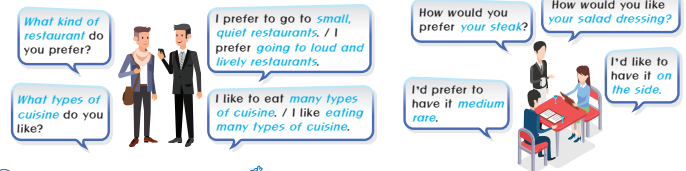


2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. Let's _____ lots of food. I'm so hungry!
2. All of the food here is so _____. There's nothing special on the menu.
3. Theodore went to the shop to _____ a carton of milk.
4. Sheryl will _____ me to the restaurant this evening.
5. I don't like eating any kind of _____ meat. I don't even like sushi.
6. Hanna likes all kinds of cheese, but she _____ likes feta cheese.
7. We usually eat lunch at the _____ down the street.
8. I never eat dessert. I only really like _____ foods.

Focus

3 Talk with a partner.



4 Listen and circle the answers. 8-02

1. Why does the man prefer sitting inside?
 - a. The weather is bad.
 - b. It's too noisy outside.
 - c. It's busy inside.
2. What does the woman order?
 - a. rare steak, baked potato, and Brussels sprouts
 - b. medium rare steak, baked potato, and squash
 - c. well-done steak, baked squash, and Brussels sprouts
3. How does the man like onions?
 - a. uncooked
 - b. sautéed
 - c. on the side

Teacher's Note

Steak Doneness

Explain the different ways to prepare a steak to students. First, ask them how they like to eat their steak. Write their ideas on the board. Then go over the ways to have steak prepared. Make sure students understand the differences. Below is a chart on steak doneness.

bleu steak	cold, soft center with completely red inside and a tiny bit of pink at the edges
rare steak	cold, soft center with mostly red on the inside and a little pink at the edges
medium rare steak	warm, firm center with even distribution of red on the inside and pink at the edges
medium steak	firm center with pink on the inside
medium well steak	firm and brown on the inside with brown at the edges and a pink line in the center
well done steak	completely firm and gray / brown on the entire inside

Grammar

5 Look at the table.

NOTE
Like and prefer can be followed by a gerund or infinitive. However, would like and would prefer can only be followed by an infinitive.

Gerunds verb + -ing	Infinitives to + verb
Some verbs can be followed by gerunds. Gerunds can also appear at the beginning of a sentence as a subject. Hector quit <i>eating</i> sweets a year ago. Paul avoids <i>eating</i> spicy foods. <i>Cooking</i> is a hobby of mine.	Some verbs can be followed by infinitives. Infinitives can appear at the beginning of a sentence as a subject. Infinitives can also appear in the form : verb + noun / pronoun + infinitive. Sue promised <i>to buy</i> me lunch. <i>To eat</i> at fancy restaurants requires a lot of money. Irina has the ability <i>to succeed</i> .
Some verbs can be followed by either a gerund or an infinitive without a change in meaning. Will you continue <i>working</i> after you have your child? / Will you continue <i>to work</i> after you have your child?	
Some verbs can be followed by either a gerund or an infinitive with a change in meaning. He stopped <i>drinking</i> coffee. (He never drank coffee again.) He stopped <i>to drink</i> coffee. (He stopped what he was doing and drank some coffee.)	

6 Read the sentences. Then circle and write the correct words on the line. Listen and check your answers.

- Diane can't stand _____ (eating / to eat) raw fish.
- Ronaldo enjoys _____ (going / to go) out to dinner.
- Bernie and Ezekiel want _____ (inviting / to invite) me to a new bistro.
- Jim just stopped _____ (buying / to buy) coffee. Don't worry, he'll arrive soon.
- They put the dressing on the salad? You always forget _____ (asking / to ask) for it on the side.

Listen Up

7 Listen and match the orders to the people. Where do you think they are eating?



Rob and Bob



Maria



Nikki and Charlize



NOTE
Sauté means to quickly cook food in a frying pan with a little bit of oil.

Challenge

8 Listen and answer the questions.

- Where does Mr. Erdem want to sit?
 - outside on the veranda
 - inside near the veranda
 - near the indoor patio
 - Why would Mr. Erdem like to sit in that place?
 - The weather is warm.
 - The weather is good.
 - It's noisy inside.
 - Who isn't sure about what to eat?
 - Mr. Erdem
 - Charlize
 - Mr. Erdem's father
 - How would Mr. Erdem's father like his steak?
 - well-done
 - medium rare
 - medium
- Circle **true** or **false**.
- They order the filet mignon. true false
 - Mr. Erdem orders rice pilaf instead of potatoes. true false
 - Charlize and Mr. Erdem's father both enjoy eating New York strip steak. true false
 - Charlize will tell Mr. Erdem and his father about the dessert items before they eat. true false

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Listen Up

7 Listen and match the orders to the people. Where do you think they are eating?

- Listen to the audio.
- Ask students to match the people to the correct orders.
- Replay the audio if needed.
- Check students' answers.
- Tell students to find a partner.
- Ask students to discuss where the people are eating.

Answer Key

Rob and Bob – pizza (picture 3)
Maria – porterhouse steak (picture 1)
Nikki and Charlize – kebabs (picture 2)

Challenge

8 Listen and answer the questions.

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- a
- b
- c
- c
- a. false
b. false
c. true
d. false

Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar points are being highlighted.

6 Read the sentences. Then circle and write the correct words on the line. Listen and check your answers.

- Ask students to read the sentence prompts.
- Ask students to circle and write the correct word / phrase in each blank.
- Listen to the audio.
- Check students' answers.

Answer Key

- eating
- going
- to invite
- to buy
- to ask

Extra Practice Restaurant Role-plays

Tell students to get into groups of three. Ask students to create a dialogue about food recommendations and ordering food in a restaurant. Tell students to have two diners and one server in their dialogues. Tell students to use the conversations in activity 8 as an example. Tell students to write their dialogues on a separate sheet of paper. After everyone is done writing, ask students to practice their dialogues. After that, have each group present their dialogues to the class. After one group presents, ask the students who were listening some questions about the dialogue they just heard to make sure they were paying attention. Remember to ask follow-up questions and give feedback.

Lesson B Speaking

Aim: Ask questions about a dish, state preferences, and make special requests

Vocabulary

1 Listen and number. 8-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

3. approximately
5. instead (of)
1. frozen
6. arrange
4. base
2. flavor
8. bitter
7. contain

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

1. d
2. h
3. a
4. g
5. b
6. f
7. c
8. e

Expressions Making requests

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.

B Speaking

Aim Ask questions about a dish, state preferences, and make special requests

Vocabulary

1 Listen and number. 8-06



2 Match the words with the definitions.

NOTE

Spoons, forks, and knives are often referred to as silverware or utensils.

- | | | |
|------------------|---|---|
| 1. bitter | • | a. to move and organize things into a special order or position |
| 2. base | • | b. close to a particular number or time |
| 3. arrange | • | c. extremely cold; turned into ice |
| 4. flavor | • | d. having a strong and unpleasant taste; the opposite of sweet |
| 5. approximately | • | e. used when saying something was chosen while others weren't |
| 6. contain | • | f. to have something inside |
| 7. frozen | • | g. the quality of something that you can taste |
| 8. instead (of) | • | h. describing the main ingredient to which other things are added |

Expressions

Making requests

3 Look at the table.

Making Requests	
Phrases	Examples
I hope it won't be a bother, but could you...	<i>I hope it won't be a bother, but could you have the chef put the sauce on the side?</i>
Would it be possible to...	<i>Would it be possible to substitute the potatoes for steamed vegetables?</i>
Could you please tell the chef to hold the...	<i>Could you please tell the chef to hold the mayonnaise?</i>
Please remember to remove...	<i>Please remember to remove the jalapenos from the dish.</i>
I have a(n)... allergy, so please remove...	<i>I have a peanut allergy, so please remove the peanuts.</i>
I'm allergic to..., so please tell the chef not to include...	<i>I'm allergic to milk, so please tell the chef not to include dairy products in the dish.</i>
Did / Didn't you remember to ask the chef to remove...	<i>Did you remember to ask the chef to remove the cilantro?</i>

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Teacher's Note

Allergies and Allergic Reactions

Explain allergic reactions to students. Ask them about allergic reactions that they know of. Then introduce new ideas and vocabulary, such as *allergic reaction, allergy symptoms, break out, hives, rashes, get an itch, itchy, scratch, sneeze, cough, swell up, swollen, anaphylactic shock, allergy test*, and so on.

4 Unscramble.

- egg allergy, / in the dish. / I have / please tell / an / not to / the chef / so / include eggs
- please tell / the onions? / the chef / Could you / to hold
- Did you / chef to remove / to ask / the tomatoes? / remember / the
- on my pizza? / I hope it / but could you / won't be / not put basil / a bother,
- to nuts, / don't put / I'm allergic / peanut butter / so / on my / please / bread.

5 Match the food allergy to the correct person.

			
1. Mr. Alvarez	2. Natasha	3. Pat	4. Bev

Speak Up

6 Look at the dishes and allergies. Talk with a partner. Ask each other about the foods and practice ordering foods to avoid the food allergies. Take turns playing the waiter and the diner.

 pineapple fried rice with shrimp and peanuts	 pecan pie with vanilla ice cream	 cheese and tomato pizza with a whole wheat crust	 penne with cream sauce and walnuts
 wheat (gluten allergy)	 shellfish allergy	 dairy allergy	 nut allergy

Challenge

7 Think of foods from your country. What foods would you recommend to people who have the food allergies above? Make a list and talk as a group.

4 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

- I have an egg allergy, so please tell the chef not to include eggs in the dish.
- Could you please tell the chef to hold the onions?
- Did you remember to ask the chef to remove the tomatoes?
- I hope it wouldn't be a bother, but could you not put basil on my pizza?
- I'm allergic to nuts, so please don't put peanut butter on my bread.

5 Listen. Then match the food allergy to the correct person.

- Listen to the audio.
- Ask students to match each allergy to the correct person.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- Mr. Alvarez – dairy (picture 4)
- Natasha – grapefruit (picture 3)
- Pat – shellfish (picture 1)
- Bev – nuts (picture 2)

Speak Up

6 Look at the dishes and allergies. Talk with a partner. Ask each other about the foods and practice ordering foods to avoid the food allergies. Take turns playing the waiter and the diner.

- Tell students to find a partner.
- Ask students to look at the dishes and allergies.
- Ask students to take turns playing the waiter and the diner.
- Ask students to practice how to order the dishes to avoid the allergies.
- Tell students to use the expressions in activity 3 and to use the dialogues in activity 5 as an example.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

Challenge

7 Think of foods from your country. What foods would you recommend to people who have the food allergies above? Make a list and talk as a group.

- Tell students to get into groups of three or four.
- Ask students to think about the allergies in activity 6.
- Ask students to make a list of dish recommendations from their country that would be acceptable to people with those food allergies.
- Tell students to list at least two dishes for each food allergy.
- Tell students to write their lists on a separate sheet of paper.
- Check students' lists to make sure they're doing them correctly.
- Ask each group to present their list to the class.
- Ask follow-up questions.
- Give feedback.

Aim: Read about preferences and manners in different cultures

Vocabulary

1 Listen and number. 8-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

8. etiquette
1. compared
5. depend
3. interrupt
4. interval
2. meanwhile
7. proper
6. refuse

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. intervals
2. etiquette
3. refuse
4. interrupt
5. depends
6. Meanwhile
7. proper
8. Compared

Pre-reading

3 Look at the ideas. Talk with a partner. Come up with a list of what is considered good and bad manners in your country for each situation.

- Tell students to find a partner.
- Ask students to look at the dining pictures.
- Ask students to discuss and make a list of good and bad manners for each dining situation in their country.
- Tell students to write their lists on a separate sheet of paper.
- Check students' lists to make sure they're doing them correctly.
- Ask some students to share their lists with the class.
- Ask follow-up questions.
- Give feedback.

C Reading

Aim Read about preferences and manners in different cultures

Vocabulary

1 Listen and number. 8-08



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. It was pretty busy at the restaurant today, but there were short _____ of low activity.
2. Johan learned about Korean _____ so that he wouldn't make any cultural mistakes.
3. I'm so full. I'm afraid I'd have to _____ any more food that you offer me.
4. I don't mean to _____ you, but I think I have a better idea.
5. We can eat out or eat inside. It all _____ on what everyone else wants to do.
6. Janie, get ready for school. _____, I'll make you some breakfast.
7. I finally learned the _____ way to make tiramisu.
8. _____ to your last attempt, this beef stew is much better.

Pre-reading

4 Look at the ideas. Talk with a partner. Come up with a list of what is considered good and bad manners in your country for each situation.



Good Manners:

Bad Manners:



Good Manners:

Bad Manners:



Good Manners:

Bad Manners:

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Teacher's Note

More on Bad Manners

Explain other expressions and vocabulary associated with bad dining manners. Make sure students understand what the items entail. Below is a list of expressions and vocabulary associated with bad manners.

- talk with one's mouth full of food
- chew with one's mouth open
- slurp one's food
- burp or make other bodily noises at the table
- talk on one's phone while at the table
- play with one's food
- throw food
- show up at someone's house without a gift
- talk loudly

4 Read the article. 8-09

ETIQUETTE FROM AROUND THE WORLD

COULD YOU PASS THE BAGUETTE? People in France, like in most Western countries, enjoy eating with two hands. They use a fork in one hand and a knife in the other. Sometimes, though, the knife can be substituted for a piece of bread. This depends on the kind of food being served, of course. The idea is that the bread helps one to push things like stews or other sauce-based foods onto the fork. Therefore, when in France, don't start spreading butter on bread or bite directly into it. If one does so, then he or she might get interrupted and told the proper way to use the bread, which is to tear off a small piece to use as a utensil. Meanwhile, when one is not using the bread, place it next to your plate on a napkin or the tablecloth rather than the plate.

WHO MADE THIS MESS? The Western idea of dining etiquette is far different from that practiced in China. Main dishes, for example, are served in intervals during a big Chinese meal. They don't all come at once. People are always eating something. On top of this, dishes are served on large platters compared to individual plates like in Western dining. People in China have to use chopsticks to move smaller pieces of food to their smaller individual bowls and plates. Thus, the table can become quite messy from people dropping pieces of food. In fact, leaving a little food around the table is considered proper etiquette. It shows one's hosts that the meal was enjoyed. Furthermore, leaving leftovers shows the hosts that they provided plenty of food.

THANKS, BUT NO THANKS! All over the world people say "thank you" for simple acts of kindness. In India, however, "thank you" should only be used in formal settings. Saying "thank you" in a casual setting for little favors suggests that a person has gone to too much trouble to do something. For example, things like passing the salt at the table or getting a meal from a friend are not things Indians would say "thank you" for. These kinds of gestures are just part of close, casual relationships. Saying "thank you" would show that the relationship is no longer close and casual. Moreover, don't take offense if Indians traveling abroad refuse to say "thank you." They aren't doing it to be rude, but rather to be polite.

Comprehension

5 Circle true or false.

- Eating with a knife in one hand and a piece of bread in the other is OK in France.
- Biting directly from the bread isn't considered proper etiquette in France.
- To eat in China requires one to use bread and knives.
- Leaving a mess at the table is considered OK by Chinese people.
- Indian people say "thank you" for everything that gets done for them.

true false
true false
true false
true false
true false

6 Circle the answers.

- In France, where on the table should one put his or her piece of bread?
 - on the large platter
 - on a napkin or tablecloth next to the plate
 - on the plate directly
- In China, what does leaving leftovers show?
 - that enough was provided
 - that not enough was provided
 - that more food is needed
- In India, what does saying "thank you" to the doer of a favor show?
 - that the person who did the favor was slightly inconvenienced
 - that the person who said "thank you" wants to keep a formal relationship
 - that the person who did the favor was a close friend

7 Talk with a partner.

- What etiquette from another country do you find surprising? Why do you find it surprising?
- What etiquette from your country might foreigners find surprising? Why would it be surprising?
- What would you tell a foreigner visiting your country to worry most about?

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6 Circle the answers.

- Ask students to read the questions.
- Ask students to circle the correct answers.
- Check students' answers.

Answer Key

- b
- a
- b

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Extra Practice Proper Etiquette and Manners in a Foreign Country

Tell students to find a partner. Ask students to think of a foreign country with a totally different culture, or assign each pair of students a different country. Make sure there is no overlap. Ask students to research good and bad manners in these foreign countries online. Tell students to describe why certain things are considered good or bad manners. Tell students to make a list of the good manners, bad manners, and their reasons. When everyone is done working, ask each pair of students to present the foreign country's good and bad manners to the class. Ask students how the manners of the different countries are similar or different from their own country's. Remember to ask follow-up questions and give feedback.

4 Read the article. 8-09

- Listen to the audio.
- OR
- Read the articles aloud.
- OR
- Ask students to read parts of the articles aloud.
- Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- false
- true
- false
- true
- false

Lesson D Writing

Aim: Write an email requesting special accommodations

Vocabulary

1 Listen and number. 8-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

1. (in) advance
5. (in) case
4. insist
6. owner
3. atmosphere
7. nearby
2. occasion
8. otherwise

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

- | | |
|-------------|---------------|
| 1. insisted | 2. atmosphere |
| 3. nearby | 4. Otherwise |
| 5. case | 6. owner |
| 7. occasion | 8. advance |

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different scenarios and ideas.

4 Listen and circle the answers. 8-11

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. b 2. c 3. a

D Writing

Aim Write an email requesting special accommodations

Vocabulary

1 Listen and number. 8-10



2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. Charlie wouldn't let me leave without taking a cookie. He _____ that I take one.
2. The _____ in this place is a little dark and gloomy.
3. My favorite café is _____ our school. It's not far away at all.
4. You need to make a reservation. _____, you can't get a table there.
5. Let's get some burgers just in _____. Paul doesn't like sushi.
6. Henrietta is the _____ of Henrietta's Jamaican Kitchen.
7. We always go to a fine-dining restaurant for special _____.
8. I couldn't get a table last night because I forgot to reserve one in _____.

Focus

3 Talk with a partner.



4 Listen and circle the answers. 8-11

1. Why does Carlo want to go to Pho-Tacular?
 - a. The food is better than at Old Saigon.
 - b. He wants to fill out his stamp card.
 - c. Paula is going to buy his meal.
2. Where will Emil likely go?
 - a. to Don Francisco's
 - b. to the Prancing Pony
 - c. to Le Canard
3. Why might Malik have to squeeze tables together?
 - a. Allie has a large family.
 - b. Allie will be coming during the busy time.
 - c. Allie didn't reserve a table in advance.

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Extra Practice An -ing Group Race

Before class, prepare a list of 30 words that take an *-ing* form. Write either "gerund," "verb," or "adjective" next to each word. Make sure to have an even distribution of each category. Print out enough word lists for each student. During class, tell students to get into groups of four. Split each group up into two teams. Give each student a copy of the word list. Ask students to flip a coin to decide which team goes first. The students who go first then say a word of their choosing from the list to the other two students. The other two students then have to say and write a sentence using the given word and category: gerund, verb, or adjective. Make sure to tell students to write down the word and category as well and to cross the word off the list. After they make a sentence, it is their turn to say a word to the other two students. Have students repeat this process until all the words on the list have been used. At the end of the game, check each group's sentences to make sure they are correct. The team with the most correct sentences in each group wins.

Grammar

5 Look at the table.

NOTE

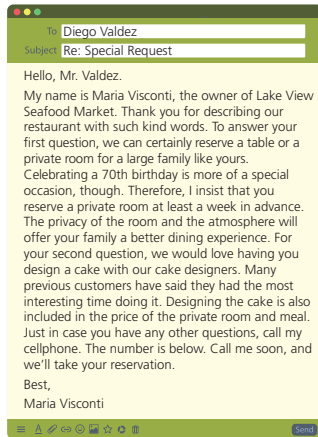
Look back to the grammar table on p. 99 to review the gerund form.

-ing forms can appear as gerunds, verbs, and adjectives
Continuous tenses use the <i>-ing</i> form of the verb: He was <i>eating</i> a sandwich when a bird flew down and stole it. I've been <i>coming</i> to this restaurant for 15 years.
Adjectives usually appear after the verb <i>be</i> , adverbs such as <i>really</i> , or before nouns: This menu is really <i>confusing</i> . I can't see how much this dish costs. This is an <i>amazing</i> restaurant. I'll definitely be coming back here.

6 Read the sentences. Then circle if the *-ing* form is used as a gerund, verb or adjective.

- Eating ice cream is my favorite thing to do in summer. (gerund / verb / adjective)
- The atmosphere was so unexciting, so I went home early. (gerund / verb / adjective)
- This class looks a little boring to me. (gerund / verb / adjective)
- My friends and I are interested in playing soccer after school. (gerund / verb / adjective)
- I'll be eating at a fancy new restaurant next week. Want to join me? (gerund / verb / adjective)

7 Read and listen to the messages. Then talk with a partner and answer the questions.



- Why does Diego want to make a reservation at Lake View Seafood Market?
- What are Diego's requests?
- Why does Maria insist on Diego reserving a private room?

Writing

8 Find a partner. Think of a special occasion to go to a restaurant. Write an email on a separate piece of paper asking for a reservation and include at least two special requests or accommodations.

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
 - Ask students if they know what kind of grammar point is being highlighted.

6 Read the sentences. Then circle if the *-ing* form is used as a gerund, verb, or adjective.

- Ask students to read the sentences.
- Ask students to decide whether the *-ing* form is used as a gerund, verb, or adjective and circle the correct type.
- Check students' answers.

Answer Key

- gerund
- adjective
- adjective
- gerund
- verb

7 Read and listen to the messages. Then talk with a partner and answer the questions. 8-12

- Tell students to find a partner.
- Listen to the audio.
- Ask students to read and discuss the questions.
- Tell students to write their answers on a separate sheet of paper.
- Check students' answers.

Answer Key

Possible Answers

- He wants to make a reservation because he wants to celebrate his father's 70th birthday at the restaurant.
- He requires two large tables in a quiet corner of the restaurant, and he wants to talk to the cake designers.
- Maria insists on that because celebrating a 70th birthday is more of a special occasion.

Writing

8 Find a partner. Think of a special occasion to go to a restaurant. Write an email on a separate piece of paper asking for a reservation and include at least two special requests or accommodations.

- Tell students to find a partner.
- Ask students to think of a special occasion to go to a restaurant.
- Ask students to think of a restaurant to go to.
- Ask students to write an email asking for a reservation to the restaurant.
- Ask students to include at least two special requests or accommodations in their emails.
- Tell students to write on a separate sheet of paper.
- Check students' writing to make sure they're doing it correctly.
- Ask some students to present their work to the class.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

Writing Replies

As an extension of activity 8, ask students to exchange their emails with another pair of students. Make sure each pair of students has an email that is not their own. Then have students read their new emails and write a reply. Tell students to pretend to be the manager or owner of the restaurant. Tell students to use the reply in activity 7 as an example. Ask students to write their replies on a separate sheet of paper. When everyone is done writing, ask some students to share their replies with the class. Remember to ask follow-up questions and give feedback.


Lesson E Project

Aim: Make a food guidebook for people with special needs or diets

Video

- 1 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.
 - Ask students to look at the pictures.
 - Ask students to write a short summary about what they think will happen in the video.
 - Tell students to write their summaries on a separate sheet of paper.
 - Tell students to talk with a partner.
 - Tell students to share their summaries with their partner.

Scan the QR code to link to the Unit 8 video.


- 2 Watch the video. Number the pictures in order. 

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right

2, 3, 1

- 3 Watch again. Circle the words you hear. 

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right, top to bottom

insist, advance, proper, otherwise

- 4 Watch again. Circle the answers. 

- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.


Answer Key

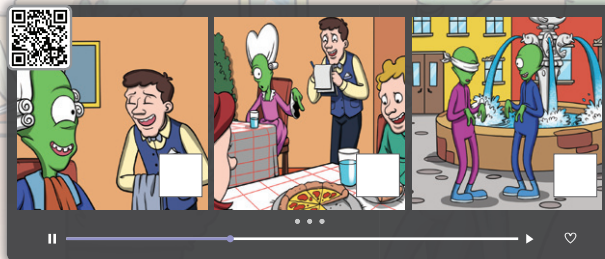
1. a
2. c
3. d
4. b


E Project

Aim Make a food guidebook for people with special needs or diets

Video

- 1 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.
- 2 Watch the video. Number the pictures in order. 



- 3 Watch the video again. Circle the words you hear. 

based	arrange	insist	interval
advance	proper	otherwise	meanwhile


- 4 Watch again. Circle the answers. 

1. What's the occasion?
 - a. Karble's birthday
 - b. Burble's birthday
 - c. their first time visiting Eat-aly
 - d. their first time eating food on Earth
2. Finish the sentence correctly: They wait for Fabio _____.
 - a. to arriving to give them recommendations
 - b. arriving to give them recommendations
 - c. to arrive to give them recommendations
 - d. to arrive giving them recommendations
3. Why does Burble ask for the crumbolts to be removed?
 - a. He won't eat anything brown.
 - b. He doesn't like the taste.
 - c. He only wants cheese and tomato sauce.
 - d. They make him ill.
4. Why does Karble decide to get crust on her pizza?
 - a. because it is brown
 - b. because the waiter says she should
 - c. because Burble says she should
 - d. because she didn't want to refuse

- 5 Watch again. Fill in the blanks with the words you hear. 

1. I even _____ some proper formal Earth clothes.
2. I prefer _____ to vegetables, but please remember _____ the toes.
3. I _____ get the crust! _____ won't be a pizza.
4. I hope you enjoyed _____ with us this evening. Here is your bill. How would you _____?

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- 5 Watch again. Fill in the blanks with the words you hear. 

- Play the video again.
- Ask students to write the words they hear in the blanks.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. remembered to bring
2. eating potatoes; to remove
3. insist that you; Otherwise, it
4. dining; like to pay for it

6 Look at the table. Read the information.

				
Atkins Diet	Vegetarian Diet	Vegan Diet	Raw Food Diet	Paleo Diet
High protein and fat diet	No animal-based foods, except eggs, dairy, and honey	No animal-based foods, including eggs, dairy, and honey	Only eat and drink raw foods that are not refined or processed	Lean meat, fish, fruits, vegetables, nuts and seeds; no grains, beans, dairy products, refined or processed foods

7 Work with a partner. Together, list the different foods and dishes from your country that would be suitable for each diet. Then, come up with a daily meal plan for each diet.

Atkins Diet	Foods:	Breakfast	Lunch	Dinner
	Dishes:			
Vegetarian Diet	Foods:	Breakfast	Lunch	Dinner
	Dishes:			
Vegan Diet	Foods:	Breakfast	Lunch	Dinner
	Dishes:			
Raw Food Diet	Foods:	Breakfast	Lunch	Dinner
	Dishes:			
Paleo Diet	Foods:	Breakfast	Lunch	Dinner
	Dishes:			

8 Present your meal plans to the class. Which group had the best meal plans? Discuss what can be added to improve each group's meal plans.

21st Century Skills

- 6 Look at the table. Read the information.
- Ask students to look at the table.
 - Ask students to read the information in the table.
- 7 Work with a partner. Together, list the different foods and dishes from your country that would be suitable for each diet. Then, come up with a daily meal plan for each diet.
- Tell students to find a partner.
 - Ask students to list and discuss the foods and dishes from their country that would be suitable for each diet.
 - Ask students to come up with a daily meal plan for each diet.
 - Tell students to include meal plans for breakfast, lunch, and dinner.
 - Tell students to write their notes and meal plans on a separate sheet of paper.
 - Check students' work to make sure they're doing it correctly.
 - Give feedback.
- 8 Present your meal plans to the class. Which group had the best meal plans? Discuss what can be added to improve each group's meal plans.
- Ask each group to present their meal plans to the class.
 - Discuss what can be added to each group's meal plans to improve them.
 - Ask follow-up questions.
 - Give feedback.

Teacher's Note

Special Diets

Before starting the project, explain to students why some people choose to follow a special diet. Tell them some people do it because they are allergic to certain foods while others do it for their health. Then ask students to tell you any special diets they know of. Ask if anyone in the class follows or knows someone who follows a special diet. Then explain some other special diets to students, such as the Mediterranean diet, the Mayo Clinic diet, volumetric diets, the Ornish diet, and so on. Research these diets before class to explain them to students.

Extra Practice Create a Dish

Before class, prepare a list of five to 10 ingredients, such as flour, milk, tomatoes, eggs, beef, fish, bananas, nuts, and so on. Any ingredients are OK so long as they can actually be made into something. During class, write all the ingredients on the board. Alternatively, during class you can tell students to pair up with another student. Then ask each pair of students for one ingredient and list them all on the board. This then becomes the ingredients list. Tell students to find a partner (or stay with the same partner). Have each pair of students come up with a brand-new dish using the given ingredients. Tell students to use all of the ingredients. Tell students they can add one or two more ingredients if they wish. Ask students to write the steps for preparing their dishes as well. When everyone is done, ask each pair of students to present their dish to the class. Vote on who had the most delicious / interesting / strangest dish. Discuss what could have been added or removed from everyone's dishes to make them better. Remember to ask follow-up questions and give feedback.

1 Read and choose the best words to fill in the blanks.

- Ask students to read the passage.
- Ask students to circle the best words to fill in the blanks.
- Ask students to write the words in the blanks.
- Check students' answers.

Answer Key

1. b, debate
2. a, economy
3. c, insist
4. a, handle
5. c, nearby
6. d, approximately

2 Read and fill in the blanks with the words in the box. One word is not used.

- Ask students to read the passage.
- Ask students to write the correct word from the box in each blank.
- Check students' answers.

Answer Key

1. proper
2. method
3. raw
4. contain
5. permit
6. proper
7. frozen

1 Read and choose the best words to fill in the blanks.

ARGUMENT CONTINUES OVER PIPELINE

The city council continues to 1. _____ whether to allow part of an oil pipeline to be built outside the city. Those in favor of the proposed pipeline say that it will help create jobs and improve the local 2. _____. They also 3. _____ that it is environmentally safe, and that pipelines are the best way to 4. _____ the transportation of oil. Those against it say that it will pollute the water and harm wildlife living 5. _____. As for public opinion, 6. _____ 45% of local residents say they support the project, while 55% are against it.

- | | | | |
|-----------------|---------------|---------------|------------------|
| 1. a. permit | b. debate | c. fetch | d. contain |
| 2. a. economy | b. policy | c. etiquette | d. response |
| 3. a. accompany | b. respect | c. insist | d. implement |
| 4. a. handle | b. respect | c. discourage | d. interrupt |
| 5. a. otherwise | b. indeed | c. nearby | d. average |
| 6. a. seriously | b. in case of | c. average | d. approximately |



2 Read and fill in the blanks with the words in the box. One word is not used.

- | | | | |
|--------|-----------|---------|--------|
| proper | essential | method | permit |
| frozen | bitter | contain | raw |

If you're a beginner cook, it's a good idea to learn some 1. _____ rules of food safety. For example, you must learn the correct 2. _____ for handling uncooked meat. Always wash your hands after touching 3. _____ meat, as it can 4. _____ harmful germs. Don't 5. _____ uncooked meat to touch your countertop or other foods. Don't forget to store meat at the 6. _____ temperature and cook it to a high-enough temperature. When defrosting 7. _____ meat, it's safest to leave it in the refrigerator overnight instead of using hot water or a microwave.



Teacher's Note

Cooking Vocabulary

Explain some basic cooking vocabulary to students. Make sure students understand when and how to use the following vocabulary.

bake	chop	defrost
boil	mince	measure
broil	slice	beat
grill	cube	stir
poach	crumble	combine
steam	drain	mix
sauté	strain	moist
fry	blanch	dry
roast	freeze	burnt

3 Circle the correct answers.

- Would it be possible seeing / to see / see the dessert menu?
- I learned a few frightened / frightening / to frightens facts from that magazine article.
- Kyle has become a lot healthier since he stopped eat / to eat / eating so much junk food.
- That was so / such / such a sad movie that almost everyone in the audience was crying.

4 Fill in the blanks with the words in the box. Change the form if necessary. Two words will not be used.

make take up refuse wear them down have set down

- Jane's parents didn't want to let her travel alone at first, but she _____.
- If you're bored, you should _____ a new hobby, like geocaching.
- Read that sign—it _____ the rules for visitors to the art museum.
- The professor said my essay was pretty good, but she _____ me rewrite a few parts of it.

5 Listen and circle true or false. R4-01

- The man wants to persuade the university to change its policies. true false
- The man doesn't believe that climate strikes by students are effective. true false
- The woman mentions some problems with renewable energy. true false
- The woman argues that fossil fuels are essential in developing countries. true false
- The woman refuses to read more about the topic. true false

6 Listen and circle the answers. R4-02

- What are the speakers mainly talking about?
 - least favorite foods
 - an effective diet for weight loss.
 - choosing food for a special occasion
 - changing one's diet for health reasons
- What is suggested about Mario's Bistro?
 - It has a new owner.
 - It is Tim's favorite place.
 - It offers a very large menu.
 - It has friendly waitstaff.
- What can we guess about Josie?
 - She would dislike a raw food diet.
 - She does not approve of her brother's diet.
 - She has lost a lot of weight recently.
 - She will have a vegetarian dish.

7 Listen again. Match each person with the correct descriptions and write the letters on the lines. One of the people matches two descriptions. R4-02



- _____ .
- _____ .
- _____ .
- has a food allergy
 - dislikes the smell of fish
 - wants his / her diet to be environmentally friendly
 - eats a diet based mostly on fat and protein

3 Circle the correct answers.

- Ask students to read the sentences.
- Ask students to circle the correct words / phrases.
- Check students' answers.

Answer Key

- to see
- frightening
- eating
- such a

4 Fill in the blanks with the words in the box. Change the form if necessary. Two words will not be used.

- Ask students to read the sentence prompts.
- Ask students to write the correct word / phrase from the box in the blank.
- Check students' answers.

Answer Key

- wore them down
- take up
- sets down
- made / had

5 Listen and circle true or false. R4-01

- Listen to the audio.
- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- true
- false
- true
- true
- false

6 Listen and circle the correct answers. R4-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- c
- d
- a

7 Listen again. Match each person with the correct descriptions and write the letters on the lines. One of the people matches two descriptions.



- Listen to the audio.
- Ask students to read the descriptions.
- Ask students to match the description with the correct person and write the letter of the description under the person.
- Check students' answers.

Answer Key

Josie – d; Tim – b, c; Josie's brother – a

Teacher's Note

Food Allergy Substitutes

Explain some common substitutes people with food allergies can make. Below are some common substitutes for people with food allergies.

- Lactose intolerance: substitute milk with coconut, almond, or soy milk
- Egg allergy: substitute eggs for baked goods with baking powder, mashed bananas, or apple sauce
- Peanut allergy: substitute peanuts with almonds or toasted oats
- Gluten intolerance: substitute wheat / white flour with almond, oat, or coconut flour
- Corn syrup / starch allergy: substitute corn syrup / starch with honey or potato starch
- Soy allergy: substitute soy milk with real milk, and soy beans with chickpeas

UNIT 9

INTO THE JUNGLE

This unit will give students the ability to talk about wildlife, problems that impact wildlife, and the importance of wildlife conservation using reported speech and indefinite / definite articles.

Scan the QR code to download the Unit 9 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 9 AIMS

- Lesson A: Listen to talks about wildlife
- Lesson B: Talk about events and situations that impact animals
- Lesson C: Read about important issues impacting animals
- Lesson D: Write about wildlife conservation
- Lesson E: Create a charity event

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
certain continue jungle obligated relationship reserve / reservation scream species	destruction dolphin shark site summary surface threat whale
Lesson C	Lesson D
consequence habitat hunt luxury organization population trap vital	function material nutrient recreation regulate seed soil spread

Key Grammar

reported speech

Reported speech is used to tell others what's been said. It comes in two forms: direct speech and indirect speech.

Direct speech uses quotation marks and reports exactly what someone has said.

Indirect speech often uses different pronouns and shifts verbs one tense back. The verb shift changes depending on the tense of the direct speech.

UNIT 9

INTO THE JUNGLE

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A **Listening** Listen to talks about wildlife
- B **Speaking** Talk about events and situations that impact animals
- C **Reading** Read about important issues impacting animals
- D **Writing** Write about wildlife conservation
- E **Project** Create a charity event

Tense Change	Direct Speech	Indirect Speech
simple present → simple past	Corey said "I'm outside the school gate."	Corey told me he was outside the school gate.
simple past → past perfect	"I saw a kangaroo!" said Eric.	Eric mentioned that he <i>had seen</i> a kangaroo.
present perfect → past perfect	Marina said "I've been to Africa three times."	Marina explained that she <i>had been</i> to Africa three times.
past perfect → past perfect	"She <i>had checked</i> her water bottle," said Trey.	Trey said that she <i>had checked</i> the water bottle.
future → present conditional	Emily said, "I <i>will go back</i> to the jungle."	Emily said she <i>would go back</i> to the jungle.



Look at the photos and answer the questions.

1. What's happening in the pictures?
2. What different kinds of animals do you see?
3. What are the people in the pictures doing?
4. Where do you think the photos were taken?

definite articles

Definite articles are used before a noun to define it as something specific, unique, previously known, or identifiable by the speaker. We use *the* in front of the noun.

Usages	Examples
previously discussed	I'm <i>the</i> new kid.
known / Identifiable	That's <i>the</i> diner my mom loves!

Unit 9 Discussion

Look at the photos and answer the questions.

- Ask students to look at the Unit 9 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about wild animals.

Ex.

What is your favorite wild animal? Why?

What kinds of wild animals live in your country?

Describe some endangered animals from your country.

Why are they endangered?

What are some things people can do to protect wildlife?

indefinite articles

Indefinite articles can be used in front of adjectives and singular nouns. We use *a* in front of words that start with a consonant sound and *an* in front of words that start with a vowel sound.

Certain words start with a vowel but do not make a vowel sound. These words do not use *an* as an article.

Forms	Examples
nouns and adjectives that start with <i>eu-</i> (pronounced "yoo")	<i>a</i> European, <i>a</i> euro
nouns that begin with <i>uni-</i> (pronounced "yoo-nee")	<i>a</i> unicorn, <i>a</i> uniform, <i>a</i> unit, <i>a</i> university
aspirated <i>H</i> follows the rule	<i>a</i> hat, <i>a</i> helicopter
unaspirated <i>H</i> breaks the rule	<i>an</i> hour, <i>an</i> honor

Lesson A Listening

Aim: Listen to talks about wildlife

Vocabulary

1 Listen and number. 9-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

7. jungle
5. continue
2. certain
3. scream
1. reserve / reservation
8. relationship
6. obligated
4. species

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. screaming
2. certain
3. obligated
4. jungle
5. species
6. reserve / reservation
7. relationship
8. continue

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different animals and ideas.

4 Listen and circle the best response. 9-02

- Listen to the audio.
- Ask students to circle the best responses.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. a 2. d 3. c 4. c

A Listening

Aim Listen to talks about wildlife

Vocabulary

1 Listen and number. 9-01



NOTE Wildlife means animals that live in the wild, without the aid of people, in a natural environment.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. Did you hear Sheila _____? I've never seen her so frightened.
2. I can't believe I failed the test! I was _____ I would pass!
3. I felt _____ to help Mrs. Robinson since she'd helped me with school.
4. A rainforest and a(n) _____ are very similar ecosystems.
5. Lions and tigers are both large cats, but they aren't the same _____.
6. Do you want to visit the wildlife _____ with me this weekend?
7. The _____ between my family and my uncle's family is very good.
8. We'll need to take a break before we can _____ our hike.

Focus

3 Talk with a partner.

Scenario 1:
 Person A: We must save the tigers!
 Person B: What did she say?
 Person A: She screamed that we must save the tigers.

Scenario 2:
 Person A: There's a spotted wildcat.
 Person B: What did he say?
 Person A: He whispered that there was a spotted wildcat!

Scenario 3:
 Person A: There are 208 different species of frogs in Australia.
 Person B: What did he say?
 Person A: He explained that there are 208 species of frogs in Australia.

Scenario 4:
 Person A: We will be arriving at the wildlife reserve in five minutes.
 Person B: What did they say?
 Person A: The speaker announced that we've almost arrived at the reservation.

4 Listen and circle the best response. 9-02

1. a. b. c. d.
2. a. b. c. d.
3. a. b. c. d.
4. a. b. c. d.

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Teacher's Note

Apex Predators and Different Ecosystems

Explain to students that an apex predator is a predatory animal at the top of a food chain, meaning they have no natural predators that hunt them for food. Then explain that an ecosystem is a community of living organisms in conjunction with the non-living components of their environment, interacting as a system. Explain ecosystems such as rainforests, deserts, savannas, oceans, tundras, and so on. Tell students that a single ecosystem can have more than one apex predator, such as a jungle with big cats and crocodilians. Next, ask students what kinds of apex predators they can name. List them on the board. Then point at each animal and ask students what it hunts and where it lives (the country it is found in and the type of ecosystem it lives in). If students are having trouble, tell them to research online. Alternatively, have students find a partner and assign each pair of students an ecosystem. Then tell them to find out which countries have such ecosystems and what the apex predators are in those ecosystems. Tell students to research online if needed. Then have each pair of students report their findings to the class. Ask follow-up questions and give feedback.

Grammar

6 Look at the table.

Tense Changes with Indirect Reported Speech		
Normally, the tense in indirect reported speech is one tense back in time from the tense in direct speech. However, no tense shift is needed if the statement being made remains true or if it happened very recently. Jack said, "I missed the train." (direct) Jack said he had missed the train. (indirect) Jack said, "I do my homework every morning." (direct) Jack said he does his homework every morning. (indirect)		
Tense Change	Direct Speech	reported speech, one tense back
simple present → simple past	Mary said, "I'm at the animal reserve."	Mary explained that she was at the animal reserve.
simple past → past perfect	"I went to the jungle," Mary said.	Mary explained that she had gone to the jungle.
present perfect → past perfect	Tim said, "I have been there before."	He told me he had been there before.
past perfect → past perfect	"She had fed the animals," Bob said.	Bob said that she had fed the animals.
future → present conditional	Tim explained, "I will be in Mexico."	Tim said he would be in Mexico.

6 Listen. Rewrite the statements in indirect reported speech. Use the given words in your sentences. 9-03

- (explained) _____
- (screamed) _____
- (announced) _____
- (whisper) _____

Listen Up

7 Listen. Then fill in the blanks and circle the words you hear. 9-04

- A: Yeah! I'm super excited. But, are you _____ he said it's on Friday?
B: I thought Mr. Wallace had **announced / said / explained** that the trip was on Monday.
- A: This _____ of eagle gets its name from Greek mythology.
B: Oh, and she also **announced / said / explained** that we need to keep as quiet as possible.
- A: This _____ is very important because capuchin monkeys, if left unchecked, will destroy many other species.
B: She said that capuchin monkeys **will / won't / would** destroy many other species if left unchecked.
- A: We're _____ to leave this reservation the same way it was when we arrived.
B: He said you **will pick / could pick / picked** up a brochure if you'd like to continue learning about this reservation.



8 Listen again and circle the words you hear. 9-04

jungle	certain	reserve	continue
scream	whisper	relationship	extinction

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

6 Listen. Rewrite the statements in indirect reported speech. Use the given words in your sentences. 9-03

- Listen to the audio.
- Ask students to rewrite the sentences on the lines using indirect reported speech and the given words.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- He explained (that) he had been obligated to go to the reserve.
- She screamed (that) she had been to the jungle.
- He announced (that) the plane would soon be landing.
- She whispered (that) we need to keep quiet.

Listen Up

7 Listen. Then fill in the blanks and circle the words you hear. 9-04

- Listen to the audio.
- Ask students to write the words they hear in each blank and circle the words / phrases they hear.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- A. certain, B. announced
- A. species, B. explained
- A. relationship, B. would
- A. obligated, B. could pick

8 Listen again and circle the words you hear.

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Check students' answers.

Answer Key

From left to right, top to bottom

jungle, certain, reserve, continue, relationship

Teacher's Note


National Parks and Wildlife Reserves

Explain to students that wildlife reserves and national parks are both protected natural habitats. However, they are not exactly the same. Wildlife reserves are government- or privately-owned protected areas of land where very little human activity is allowed, and only wildlife is protected. They are usually not fenced off and, while sometimes difficult, people can enter them. People are also usually allowed to collect small amounts of things such as firewood and nuts from them. National parks, on the other hand, are government-owned areas of land that are protected from human exploitation. People are not allowed to cut down plants or take things from them. Both the wildlife and the ecosystem are protected in these parks. National parks are also easier for the general public to access, although not all areas of a park are usually accessible. Now, explain some of the wildlife reserves and national parks in your country to students. Then ask students to talk about some from their country. Tell students to research online if needed. Remember to ask follow-up questions and give feedback.

Lesson B Speaking

Aim: Talk about events and situations that impact animals

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  9-05

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

Answer Key

1. summary
2. shark
3. surface
4. threat
5. whale
6. destruction
7. site
8. dolphin

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

1. d
2. f
3. g
4. a
5. b
6. c
7. h
8. e

Focus


3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different environmental ideas.

B Speaking

Aim Talk about events and situations that impact animals

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  9-05

site summary	shark destruction	whale surface	dolphin threat
1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

2 Match the words with their definitions.

- | | |
|------------------|--|
| 1. destruction • | • a. a brief statement describing the main facts or ideas about something |
| 2. dolphin • | • b. the top of something |
| 3. site • | • c. an action or event that might happen and cause harm |
| 4. summary • | • d. the act of ruining or destroying something |
| 5. surface • | • e. a very, very large animal that breathes air and lives in the sea |
| 6. threat • | • f. a smart, gray-colored animal that lives in the ocean and breathes air |
| 7. shark • | • g. a place where something is, was, or will be |
| 8. whale • | • h. a very large fish with many sharp teeth |

Focus

3 Talk with a partner.

Can you *sum up* your speech on marine life, please?

From what I've heard, the building site has been closed for years.

In summary, oil spills have a lasting impact on marine life.

Yes, *in my understanding*, there had been too much destruction from the tornado to keep it open.

4 Fill in the blanks with the words in blue in 3. Use each one only once. Then talk with a partner.

1. A: Please _____ your argument about the threat to dolphins.
B: _____, the oil spill has created a long-term threat to dolphins in the bay area.
2. A: _____, not all sharks are on the endangered species list.
B: Yes, _____, only about 16% of shark species are endangered.

4 Fill in the blanks with the words in blue in 3. Use each one only once. Then talk with a partner.

- Ask students to read the sentence prompts.
- Ask students to write the best expression from activity 3 in the blanks.
- Check students' answers.
- Tell students to find a partner.
- Ask students to take turns practicing the sentences.
- Ask students to practice the sentences again but to talk about different environmental ideas.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Answer Key

Possible Answers

1. A. sum up, B. In summary
2. A. From what I've heard, B. in my understanding


6 Listen and circle the answers. 9-06


- What is the listening mainly about?
 - rising sea temperatures
 - donations and charity
 - the Great Barrier Reef
- Where is the Great Barrier Reef located?
 - Australia
 - South Africa
 - the United States
- Which of the following statements is true?
 - There are 134 different species of whales living in the Great Barrier Reef.
 - There are 134 different species of sharks living in the Great Barrier Reef.
 - There are 134 different species of dolphins living in the Great Barrier Reef.
- Which statement is NOT true?
 - The Great Barrier Reef is the world's largest coral reef system.
 - Half of the Great Barrier Reef was destroyed in 2016.
 - Climate change is the main threat to life in the Great Barrier Reef.
- What is implied when Jan says "in my understanding"?
 - Jan does not understand.
 - Jan is not sure if she fully understands the topic.
 - Jan fully understands the topic.
- What does Dr. Bradshaw mean when he says "volunteers and donations are always welcomed"?
 - The best way to help is to donate money.
 - They prefer volunteers to donations.
 - They will always accept volunteers and donations.




Speak Up

6 Listen and summarize. Then report your summary to a partner. 9-07

-  _____

-  _____

-  _____

7 Interview a partner. Take turns asking and answering the questions.

- What endangered animals do you know? Why are they endangered?
- What extinct animals do you know? Why do you think they went extinct?
- What are some of the biggest animals you can think of on land and in the oceans?
- What are the biggest threats to life in the ocean? How can we reduce these threats?

5 Listen and circle the answers. 9-06

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. c 2. a 3. b 4. b 5. b 6. c

Speak Up

6 Listen and summarize. Then report your summary to a partner. 9-07

- Tell students to find a partner.
- Listen to the audio.
- Ask students to each write a summary of each speech on the lines.
- Replay the audio if needed.
- Ask students to take turns reading their summaries to their partner.
- Check students' summaries to make sure they're doing them correctly.
- Ask some students to share their summaries with the class.
- Give feedback.

7 Interview a partner. Take turns asking and answering the questions.

- Tell students to find a partner.
- Ask students to take turns asking and answering the questions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

Endangered Species: Categories and Criteria

Explain to students the different categories and criteria of endangered species. Below is a description.

least concern	a species that has a widespread and abundant population
near threatened	a species that is likely to qualify for a threatened category in the near future
vulnerable	a species suffering a rate of 30%–50% population decline with less than 10,000 mature individuals in the wild and a 10% chance of going extinct in 100 years
endangered	a species suffering a rate of 50%–70% population decline with less than 2,500 mature individuals in the wild and a 20% chance of going extinct in 20 years or five generations
critically endangered	a species suffering a rate of 80%–90% population decline with less than 250 mature individuals in the wild and a 50% chance of going extinct in 10 years or three generations
extinct in the wild	a species that only survives in captivity or as a population well outside of its established range
extinct	a species with no remaining individuals

Extra Practice Endangered Species

Tell students to find a partner. Ask each pair of students to write down one animal from each category of endangered species on the list in the Teacher's Note. Tell students to also list the kinds of ecosystems and countries where the animals can be found. For everything except *least concern animals*, ask students to list why the animals are *near threatened*, *vulnerable*, *endangered*, *critically endangered*, *extinct in the wild*, or *extinct*. Tell students to research online if needed. When everyone is done working, ask each pair of students to report their findings to the class. Remember to ask follow-up questions and give feedback.

Lesson C Reading

Aim: Read about important issues impacting animals

Vocabulary

1 Listen and number. 9-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

7. consequence
2. population
1. trap
6. habitat
5. organization
3. vital
8. hunt
4. luxury

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- c
- f
- e
- a
- g
- b
- d
- h

Teacher's Note

Protecting the Environment

Before class, prepare a list of conservation efforts from the students' country. During class, ask students to list aspects of their country's environment and wildlife that are under threat. Ask them to also describe any conservation efforts they might know of. Tell students to research online if needed. Then explain some of the other conservation efforts from your research. Make sure students understand what you are describing.

C Reading

Aim Read about important issues impacting animals

Vocabulary

1 Listen and number. 9-08

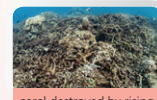
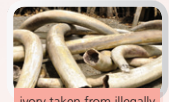
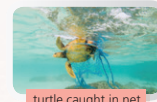


2 Match the words with the definitions.

- | | |
|-------------------|--|
| 1. consequence • | • a. the natural environment of an animal or plant |
| 2. population • | • b. necessary |
| 3. trap • | • c. the result of something, usually a bad result |
| 4. habitat • | • d. to search for and kill a wild animal |
| 5. organization • | • e. something used to catch animals |
| 6. vital • | • f. the number of people living in an area |
| 7. hunt • | • g. a group of people who work together toward the same purpose |
| 8. luxury • | • h. something expensive that brings great comfort or pleasure |

Pre-reading

3 Look at the pictures. What do you think the reading will be about? Talk with a partner.



Pre-reading

3 Look at the pictures. What do you think the reading will be about? Talk with a partner.

- Tell students to find a partner.
- Ask students to discuss the pictures.
- Ask students to predict what the reading will be about.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

4 Read the article. As you are reading, fill in the blanks with the missing articles *a*, *an*, or *the*. If there is no article, mark an (X) in the space.

WILDLIFE CONSERVATION

The World Wildlife Fund reported in 2018 that 1. _____ wildlife populations have gone down by 60% in just over 40 years. Other organizations have also recognized that 2. _____ increasing number of ecosystems on earth are disappearing. The reasons for this include habitat destruction, poaching, pollution, and climate change.

Habitat Destruction

Habitat destruction reduces the amount of living space for animals. Besides destroying 3. _____ homes of animals living in endangered habitats, it also creates serious problems for migrating bird populations. These birds lose resting areas and breeding grounds as 4. _____ consequence of habitat destruction.

Poaching

People who take part in illegal hunting are called poachers. Poachers often hunt animals that are vital to their ecosystem. 5. _____ few examples of 6. _____ types of animals they hunt include elephants, giraffes, tigers, sharks, and rhinoceroses. These animals are often hunted because they have 7. _____ valuable parts such as ivory tusks or skin and fur that can be used in luxury products.

Pollution

There are many different kinds of pollution. Air pollution causes damage to plants and animals by contributing to acid rain. Heavy metals that are thrown away in oceans, lakes, and rivers destroy 8. _____ aquatic wildlife and habitats. Trash in the oceans can trap, choke, and kill marine life.

Climate Change

Climate change causes rising temperatures and increases the chances of severe weather conditions like droughts, heat waves, typhoons and tsunamis, etc. These disasters all contribute to the destruction of habitats and species. This can be seen in 9. _____ destruction of 10. _____ Great Barrier Reef, which is threatened by rising sea temperatures.

It's not all bad news, though. Many groups and organizations want to protect earth's wildlife and habitats. They're working tirelessly to preserve nature for future generations.

NOTE
An ecosystem is made up of living things and non-living things such as air, water, and soil.

NOTE
Migration is the seasonal movement of animals from one area to another.

NOTE
Native means where a plant or animal is found or grows naturally.

Comprehension

5 Circle **true** or **false**.

- | | | |
|--|------|-------|
| 1. 60% of wildlife habitats on earth have disappeared in just over 40 years. | True | False |
| 2. Habitat destruction affects bird migration routes. | True | False |
| 3. Elephants, giraffes, and tigers are often targeted by poachers. | True | False |
| 4. Air pollution mostly harms plant life by contributing to acid rain. | True | False |
| 5. Climate change has increased the chances of severe weather conditions. | True | False |

6 Talk with a partner.

- What are some causes of habitat destruction?
- Why is it important to stop illegal hunting?
- What are some ways to fix or reduce these threats to wildlife?

Challenge

7 Talk about wildlife in your country. Fill in the chart and talk with a partner.

native animals	native plants	natural habitats and ecosystems	zoos and nature reservations

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4 Read the article. As you are reading, fill in the blanks with the missing articles *a*, *an*, or *the*. If there is no article, mark an (X) in the space.

- Listen to the audio.
- OR
- Read the articles aloud.
- OR
- Ask students to read parts of the articles aloud.
- Replay the audio if needed.
- Ask students to write the correct article *a*, *an*, *the*, or *X* (when no article is needed) in each blank.
- Check students' answers.

Answer Key

- X
- an
- the
- a
- A
- the
- X
- X
- the
- the

Comprehension

5 Circle true or false.

- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- false
- true
- true
- false
- true

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Challenge

7 Talk about wildlife in your country. Fill in the chart and talk with a partner.

- Tell students to find a partner.
- Ask students to discuss the wildlife in their country.
- Ask students to fill in the chart with animals, plants, ecosystems, and zoos and nature reserves from their country.
- Check students' work to make sure they're doing it correctly.
- Ask some students to share their work with the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice Conservation Efforts

Tell students to find a partner. Ask students to think of one aspect of their country's environment that is actively being conserved. Tell students to research online if needed. Then ask students to make a short presentation of their topic describing why it is being conserved, how it is being conserved, if they think the action is sufficient or not, and if the conservation effort is having a negative or positive impact. When students are done working, ask each pair of students to give their presentation to the class. Tell the students who are listening to write down questions to ask after the presentation. After each pair of students has presented, hold a Q&A session as a class. Remember to ask follow-up questions and give feedback.

Lesson D Writing

Aim: Write about wildlife conservation

Vocabulary

1 Listen and number. 9-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

3. material
2. regulate
6. function
1. recreation
8. seed
7. soil
5. spread
4. nutrient

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. g | 2. h |
| 3. a | 4. f |
| 5. b | 6. d |
| 7. c | 8. e |

Grammar

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

4 Fill in the missing definite and indefinite articles *a, an, or the*.

- Ask students to read the sentence prompts.
- Ask students to write the correct article in each blank.
- Check students' answers.

Answer Key

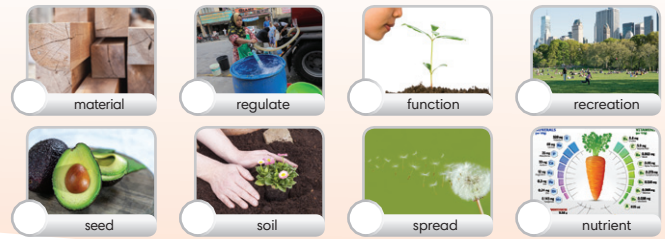
- | | |
|--------|--------|
| 1. an | 2. a |
| 3. the | 4. the |
| 5. a | 6. an |

D Writing

Aim Write about wildlife conservation

Vocabulary

1 Listen and number. 9-10



2 Match the words with the definitions.

- | | |
|-----------------|---|
| 1. material • | • a. someone or something's purpose |
| 2. regulate • | • b. the part of a plant used to make new plants |
| 3. function • | • c. to move or cover a large area with |
| 4. recreation • | • d. the top layer of earth that plants grow in |
| 5. seed • | • e. something that animals and people need in order to live and grow |
| 6. soil • | • f. something done for enjoyment |
| 7. spread • | • g. something from which other things can be made |
| 8. nutrient • | • h. to control the use of something or an activity |

Grammar

3 Look at the table.

NOTE Try reading the sentences out loud to help you decide which article to use.

Indefinite Articles <i>a</i> and <i>an</i> and Definite Article <i>the</i>	
Indefinite articles are used in front of adjectives and singular nouns. Use <i>a</i> in front of words that start with a consonant sound and <i>an</i> in front of words that start with a vowel sound. The only definite article is <i>the</i> . We use <i>the</i> when there is only one of something (Ex. the Earth) or the second time we mention something. <i>I have a cup. The cup is green.</i>	
Vowel and Consonant Sounds	
Certain words start with a vowel but do not make a vowel sound. These words do not use <i>an</i> as an article.	
Exceptions	
nouns and adjectives that start with <i>eu-</i> (pronounced "yoo")	a European, a euro
nouns that begin with <i>uni-</i> (pronounced "yoo-nee")	a unicorn, a uniform, a unit, a university
aspirated <i>h</i> follows the rule: a hat, a helicopter	unaspirated <i>h</i> breaks the rule: an hour, an honor

4 Fill in the missing definite and indefinite articles *a, an, or the*.

- | | |
|---|---|
| 1. Please come home _____ hour early tonight. | 2. I need _____ phone to call my parents. Does anyone have one? |
| 3. My family owns a cat, and _____ cat's name is Mindy. | |
| 5. Can you recommend _____ movie for us to watch tonight? | 4. Don't throw away _____ seeds from your lunch. |
| | 6. It would be _____ honor to be in your wedding. |

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Teacher's Note

The 6th Mass Extinction

Tell students about the five mass extinctions that have taken place on planet Earth. Below is a list of the five mass extinctions.

End Ordovician	444 million years ago, 86% of species lost
Late Devonian	375 million years ago, 75% of species lost
End Permian	251 million years ago, 96% of species lost
End Triassic	200 million years ago, 80% of species lost
End Cretaceous	66 million years ago, 76% of all species lost

Then explain that a 6th mass extinction is currently taking place on our planet. Research online before class if you need to. Then explain that the 6th mass extinction is currently being caused by man, who has only been on Earth for 200,000 years. During the time of mankind, species are becoming extinct 100 times faster than they would have without human impact. Populations of wild animals have more than halved since 1970. At the same time, the human population has doubled. In addition to man's overextension of big industry, agriculture, and the use of fossil fuels, climate change is also contributing to the 6th mass extinction.

5 Read. Fill in the blanks with the missing articles *a*, *an*, or *the*. Then answer the questions.

Why save endangered species? At 1. _____ glance, you might not be able to think of a lot of reasons. But, science has shown that we should save endangered species and their habitats because of "ecosystem services." Ecosystem services are the many different benefits that are gained from properly functioning ecosystems. There are four categories of ecosystem services: supporting, provisioning, regulating, and cultural.

Supporting services include things such as nutrient and water cycling, soil formation, and primary production. 2. _____ example of primary production is photosynthesis: the process in which plants create oxygen (O₂). Provision services include things that directly benefit humans. Food and raw materials such as wood and clean water are examples of provision services. Besides tasty meals, provision services also include medicines that are found in nature, and even energy such as hydropower.

Regulating services include things such as water regulation and purification, climate regulation, and even pest control. An example of 3. _____ important regulating service is pollination. Many plants and trees rely on insects and animals to help spread their seeds. Pollinators such as bees, birds, and bats affect up to 35% of 4. _____ world's crop production.

Cultural services are the cultural, aesthetic, recreational, and even spiritual benefits humans gain from nature. Things like books and movies inspired by nature can be included. Outdoor sports and ecotourism are also 5. _____ cultural service.

NOTE
Primary means most important.
Purification means making something clean and safe.
Pest means an animal that causes damage to plants, food, etc.
Aesthetic means relating to the way something looks.

- | | |
|---|---|
| 1. Photosynthesis can be included in this type of ecosystem service.
a. supporting b. provision
c. regulating d. cultural | 2. Fishing can be included in this type of ecosystem service.
a. supporting b. provision
c. regulating d. cultural |
| 3. Surfing can be included in this type of ecosystem service.
a. supporting b. provision
c. regulating d. cultural | 4. Systems to clean water can be included in this type of ecosystem service.
a. supporting b. provision
c. regulating d. cultural |

6 Talk with a partner.

1. What are some materials we get from forests and oceans?
2. How do you think the water cycle works?
3. Should we try and save all animals? If not, which should we save?

Writing

7 Read. Then complete the activity on a separate piece of paper. Do research online if needed.

Instructions: Read the following essay topics. Choose one and write an essay.

1. Why are bees an important part of ecosystems?
2. How has nature been an inspiration to filmmakers and artists?
3. Should we try to prevent animal or plant extinctions?



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Writing

7 Read. Then complete the activity on a separate piece of paper. Do research online if needed.

- Ask students to read the essay topics.
- Ask students to choose one of the essay topics.
- Ask students to make an outline for an essay on their topics.
- Ask students to research their topics online if needed.
- Ask students to write an essay on their topics.
- Tell students to use the essay in activity 5 as an example.
- Tell students to write their essays on a separate sheet of paper.
- Check students' writing to make sure they're doing it correctly.
- Ask some students to present their essays to the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice Too Far Gone, or Not?

After activity 7, tell students to find a partner. Ask students to think of an area of the world that has been either completely destroyed or saved, such as the Aral Sea in Central Asia (destroyed) or the Colorado River wetlands in Mexico (saved). Tell students to research their topic online. Ask students to prepare a short presentation on their topic. Make sure students describe the who, what, where, when, why, and how of their topic. After everyone is done working, ask each pair of students to give their short presentation to the class. Tell students who aren't presenting to write down some questions. After each presentation, hold a class Q&A session. Remember to ask follow-up questions and give feedback.

5 Read. Fill in the blanks with the missing articles *a*, *an*, or *the*. Then answer the questions.

- Ask students to read the passage.
- Ask students to write the correct article in each blank.
- Ask students to answer the questions.
- Check students' answers.

Answer Key

Blanks: 1. a, 2. An, 3. an, 4. the, 5. a

Questions: 1. a, 2. b, 3. d, 4. c

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Lesson E Project

Aim: Create a charity event

Video

- 1 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.
 - Ask students to look at the pictures.
 - Ask students to write a short summary about what they think will happen in the video.
 - Tell students to write their summaries on a separate sheet of paper.
 - Tell students to talk with a partner.
 - Tell students to share their summaries with their partner.

Scan the QR code to link to the Unit 9 video.

- 2 Watch the video. Number the pictures in order. Video 9

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right

3, 1, 2

- 3 Watch again. Circle the answers. Video 9

- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key

1. c
2. b
3. a
4. d
5. d

- 4 Watch again. Circle the words you hear. Video 9

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

Answer Key

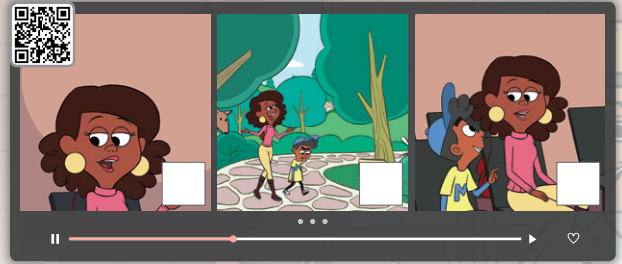
1. certain, jungle
2. continue, consequences
3. reservation, silent
4. hunted, valuable

E Project

Aim Create a charity event

Video

- 1 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.
- 2 Watch the video. Number the pictures in order. Video 9



- 3 Watch again. Circle the answers. Video 9

1. Why are Max and his mother visiting the reserve?
 - a. to see sharks, whales, and other animals
 - b. because Max's mom wanted to learn about animals
 - c. to learn about elephants, cheetahs, and other animals
 - d. because Max's mom goes there every year
2. The video mentioned elephants being hunted in order to show that
 - a. they are nearly extinct
 - b. parts of them are worth money
 - c. they are horrid animals
 - d. there aren't enough consequences for poaching
3. A _____ is an example of a species.
 - a. spotted cheetah
 - b. cat
 - c. land animal
 - d. creature
4. Who can make a difference when it comes to helping save endangered animals?
 - a. Max
 - b. Max's mom
 - c. the park ranger
 - d. all
5. What does the narrator of the video mean when he says: "the ball is in your court"?
 - a. that wildlife conservation is a game
 - b. that conservation should be everyone's goal
 - c. that the narrator has given up
 - d. that people need to decide to take action

- 4 Watch again. Circle the words you hear. Video 9

1. And I'm fairly cruel / certain / continue that we're not close enough to a jungle / surface / reserve to spot a giraffe.
2. Oh, Max, if you cruel / certain / continue to act so sour, there will be consequences / certainty / criminals!
3. Next, let's move onto the wildlife zone / reservation / conservation! Remember to keep oppose / silent / decisive, move slowly, and keep your eyes open.
4. Elephants are hunt / hunted / hunting for their tusks, which are made of majority / destruction / valuable ivory.

- 5 Using your own words, write one sentence to briefly answer each of the questions.

1. What can you do to help endangered species?

2. What do you think park rangers do? Describe their responsibilities.

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- 5 Using your own words, write one sentence to briefly answer each of the questions.

- Ask students to read the questions.
- Ask students to write their own answers in full sentences on each line.
- Check students' answers.

Answer Key

Possible Answers

1. I can make sure to buy products that are eco-friendly and don't harm animals.
2. I think a park ranger's job is to protect the park where they work and to help visitors to the park.

6 Look at the problems that face wildlife. How do these problems affect wildlife? List examples. Talk as a group.

 <p>habitat destruction</p> <p>Ex. deforestation</p>	 <p>pollution</p> <p>Ex. plastic in the ocean</p>	 <p>climate change</p> <p>Ex. rising ocean levels</p>	 <p>overharvesting</p> <p>Ex. extinction</p>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7 Prepare a charity event. Pick a team to join. Get in groups and work together to create a charitable event by fulfilling your teams' responsibilities. Read activity 8 and prepare to accomplish the given goals.

Roles & Teams	Responsibilities	Assigned to
Speakers	- Work with the research team on the speech - Present your charity's goals and aims in a speech	
Researchers	- Research the subject of your charity - Write speeches for the speakers to give	
Planners	- Plan the event - Prepare a schedule - Organize the speakers and introduce them - Coordinate with the design team	
Designers	- Create posters for your charity - Create an advertisement for your charity - Decorate the event	

8 Read. Put on a charity event for wildlife conservation. Make sure you achieve all of the goals in the following table.

Goals	Checklist
1. Give at least three speeches on wildlife and habitat conservation. Explain what you hope to accomplish with your charity.	
2. Create one informative poster, one advertisement, and one decoration.	
3. Create a detailed schedule of the event.	
4. Put on a great performance.	

21st Century Skills

6 Look at the problems that face wildlife. How do these problems affect wildlife? List examples. Talk as a group.

- Tell students to get into groups of three or four.
- Ask students to look at the problems that wildlife faces.
- Ask students to discuss how the problems impact wildlife.
- Ask students to make a list of their ideas.
- Tell students to write their lists in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

7 Prepare a charity event. Pick a team to join. Get in groups and work together to create a charitable event by fulfilling your teams' responsibilities. Read activity 8 and prepare to accomplish the given goals.

- Tell students to work in the same groups as in activity 6.
- Ask students to use the ideas they came up with in activity 6 for creating a charitable event.
- Ask students to read the table to help plan their event.
- Tell students to look at the goals in activity 8 to help them organize their events.
- Ask students to assign group members to each function in the table.
- Check students' work to make sure they're doing it correctly.

8 Read. Put on a charity event for wildlife conservation. Make sure you achieve all of the goals in the following table.

- Ask students to read the goals in the table.
- Ask students to prepare their charitable events with these goals in mind.
- Tell students to have each group member do their assigned role.
- Check students' work to make sure they're doing it correctly.
- Ask each group to present their work to the class.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

Earth's Woes

If students are having a hard time with activity 6, discuss the problems as a class. Explain problems associated with each topic, or go from topic to topic and ask each group to make a list of associated problems. Then list each group's problems on the board. Discuss all the problems as a class. Then list other problems students didn't mention.

Extra Practice Calls to Action

As an alternative to the project, tell each group to choose only one of the topics from activity 6. This way students can focus on just one aspect of conservation. To be even more specific, tell students to choose one problem associated with the main problem. For example, "Orangutans are endangered as a direct result of deforestation." Then have students carry out the project as if they are raising awareness of their issue and creating an action plan on how to tackle it. Tell students to only focus on goals 1 and 2 in activity 8. Tell students to research online if needed. When everyone is done, ask each group to present their work to the class. Remember to ask follow-up questions and give feedback.

UNIT 10

WELCOME TO NEW FRONTIERS

This unit will give students the ability to talk about regrets, wishes, hypothetical situations, and alternate endings using mixed conditionals and wish statements.

Scan the QR code to download the Unit 10 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 10 AIMS

- Lesson A: Read about serendipitous events
- Lesson B: Listen to people talk about their wishes
- Lesson C: Talk about hypothetical situations
- Lesson D: Write about a lucky experience
- Lesson E: Write an ending to a story

Target Skills

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
attach (by) accident convenient discovery investigation original precisely unknown	adequate beat decline fee further shape wealthy work out
Lesson C	Lesson D
content definitely fortunate / unfortunate miserable possibility surround unchanged whenever	coincidence explanation item loss mention note odd profit

UNIT 10

WELCOME TO NEW FRONTIERS

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about serendipitous events
- B Listening** Listen to people talk about their wishes
- C Speaking** Talk about hypothetical situations
- D Writing** Write about a lucky experience
- E Project** Write an ending to the story

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Look at the photo and answer the questions.

1. How do you think the person in the photo feels?
2. How do you think the future will be different?
3. What would you like to do in the future?
4. What would you like to learn about in the future?

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Key Grammar

mixed conditionals

Mixed conditionals refer to the use of two clauses in different tenses. They commonly involve the use of a type 3 conditional in the *if*-clause followed by a type 2 conditional (*would* + infinitive) in the main clause.

Usages	Forms	Examples
present result of a past condition	<i>if</i> + past perfect + present conditional	<i>If I'd followed my dream when I was younger, I would be more satisfied with life.</i>
present result of a continuing condition	<i>if</i> + simple past + perfect conditional	<i>If I were a good student, I would have studied for the test.</i>

***if only* and *wish* statements**

If only and *wish* statements talk about how things could be different, but aren't. We use them to talk about past, present and future unreal conditions.

Usages	Forms	Examples
to express a general wish or to show an unreal condition	<i>If only</i> + past verb form <i>I wish</i> + past verb form	<i>If only</i> I were more athletic! <i>I wish</i> I knew how to make money!
to complain about behavior or to express dissatisfaction	<i>If only</i> + would <i>I wish</i> + would	<i>If only</i> you would care a bit more about others. <i>I wish</i> you would put away your phone during dinner.
to express regret or to talk about a past action	<i>If only</i> + past perfect <i>I wish</i> + past perfect	<i>If only</i> we had scored two more goals. <i>I really wish</i> we had beaten them.

Unit 10 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 10 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about wishes and wants.


Ex.

Where do you wish to travel in the future? Why? Who would you want to go there with? Why? What are the top five things you want to do in your life? Why? What order would you do them in?

Lesson A Reading

Aim: Read about serendipitous events

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  10-01

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word / phrase under the correct picture.

Answer Key

1. discovery
2. unknown
3. precisely
4. original
5. investigation
6. convenient
7. attach
8. by accident

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word / phrase in each blank.
- Check students' answers.

Answer Key

1. precisely
2. attach
3. original
4. discovery
5. by accident
6. unknown
7. investigation
8. convenient

Pre-reading

3 Look at the pictures and read the descriptions. Do you know what these are? Talk with a partner. What might the pictures have in common?

- Tell students to find a partner.
- Ask students to look at the pictures and read the descriptions.
- Ask students to discuss what the pictures are and what they have in common.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

A Reading

Aim Read about serendipitous events

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  10-01


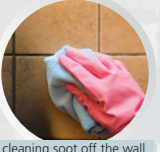

	attach by accident	unknown precisely	convenient discovery	original investigation
1.				
5.				

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. We have to meet at _____ 6:32 p.m.! Don't be late.
2. Please _____ your résumé to the application form.
3. I just need a copy of the document. You can keep the _____ document.
4. I made an amazing _____! I found \$20 in the sofa!
5. I forgot my lunch money _____. Could you lend me \$5?
6. Some _____ person was in the yard yesterday. I wonder who it was.
7. The police came and did a brief _____. They couldn't find the missing computer.
8. This is a really _____ store. It has everything I need, and it's open every day.

Pre-reading

3 Look at the pictures and read the descriptions. Do you know what these are? Talk with a partner. What might the pictures have in common?

		
cocklebur plant	cleaning soot off the wall	wheat plant


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Teacher's Note

Made by Mistake

After activity 4, explain other well-known inventions that were made by mistake. Make sure students understand what each invention is. Below is a list of other inventions that were made by mistake.

Invention	Inventor
the Slinky	Richard James
Penicillin	Alexander Fleming
chocolate-chip cookies	Ruth Wakefield
potato chips	George Crum
the pacemaker	John Hopps
Silly Putty	James Wright
microwave ovens	Percy Spencer
Fireworks	an unknown Chinese
ink-jet printers	a Canon engineer
Post-it notes	Spencer Silver
X-rays	Wilhelm Roentgen

4 Read the article.  10-02

IT'S SERENDIPITY

Have you ever found something by accident? It's always exciting to discover something new or original, especially when that discovery is unexpected. Did you know, though, that these kinds of situations happen more than you'd expect? They happen often in the world of inventions. Here are three discoveries that were made accidentally.

Velcro® If George de Mestral hadn't gone for a walk one fateful day, we might not have Velcro®! It was the 1940s. George, who was an engineer, was hunting in the Jura Mountains in Switzerland. When he returned home, he noticed cockleburs stuck to his pants and his dog's fur. He wondered how they attached themselves to him and his dog. After careful investigation, he found that the plant pieces had hooks on them which attached to the fabric of his pants. With his findings, de Mestral would go on to invent the hook and loop attachment system known as Velcro®.



Play-Doh® Play-Doh® is colorful clay that's used for children's arts and crafts. It's convenient because it is easy to store and is reusable! In the 1930s, Noah McVicker and his brother Joseph were working for their family's soap company. There, they invented a new kind of cleaner, meant to clean soot off wallpaper. However, shortly after its invention, coal stopped being used as frequently in homes. The product was no longer necessary, and the brothers feared their work would be wasted. But then, a school teacher suggested that they sell their cleaner as a children's toy! Good advice. Since then, over 700 million pounds of Play-Doh® have been sold. What's it made of? The recipe remains unknown to the public to this day!



Corn Flakes Who would have thought that a lump of old, moldy dough would lead to the creation of one of the most common breakfast cereals in the world? That's precisely what happened to the Kellogg brothers, John and Will, the inventors of corn flakes. John Kellogg and his younger brother Will left some boiled wheat sitting out one night. When they returned, they found that the wheat had gone stale. However, being on a budget, they decided to cook the stale dough. Surprisingly, instead of the usual sheets of soft dough, the wheat turned into hard, crunchy flakes. These toasted flakes became a huge hit! Will Kellogg eventually sold the food, and it helped him to build a huge name brand. Today, Kellogg's makes all kinds of products, including breakfast and convenience foods. If the Kelloggs hadn't left their food out that night, we wouldn't have the many products that they offer today.



Comprehension

5 Circle true or false.

- | | | |
|--|------|-------|
| 1. Velcro® is used to join two things together. | true | false |
| 2. Play-Doh® was originally invented to be a children's toy. | true | false |
| 3. Play-Doh® was made to be a special kind of soap. | true | false |
| 4. Corn flakes were made from stale dough. | true | false |
| 5. Kellogg's only makes cereal. | true | false |

6 Talk with a partner.

- Which of these three inventions have you used before? What do you think of them?
- Where do you go or what do you do to help you think?
- What are some other discoveries that were made by accident?

Challenge

7 Match the sentence parts.

- | | | |
|--|---|---|
| 1. If they hadn't worked at the soap company, | • | a. we wouldn't have Velcro®. |
| 2. If they had cooked the wheat properly, | • | b. you would have found it much quicker. |
| 3. If de Mestral hadn't made that discovery, | • | c. they wouldn't have invented Play-Doh®. |
| 4. If you had known precisely what you wanted, | • | d. they wouldn't have discovered corn flakes. |

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6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Challenge

7 Match the sentence parts.

- Ask students to read the sentence parts.
- Ask students to match the correct sentence parts.
- Check students' answers.

Answer Key

- c
- d
- a
- b

Extra Practice Inventions

Tell students to get into groups of three to four. Ask students to look around the classroom, around their desks, and in their backpacks. Tell students to choose one item that they can find an unintended use for (new invention). Ask students to take their item and describe what it can now be used for. Have students come up with a new name for the item. Tell students to use their imaginations. Ask students to make a poster for their new invention describing what it does, who it is intended for, and how much it costs. After every group has finished working, ask each group to present their new invention to the class. Vote on which group had the most interesting invention and discuss why. Remember to ask follow-up questions and give feedback.

4 Read the articles.  10-02

- Listen to the audio.

OR

- Read the article aloud.

OR

- Ask students to read parts of the article aloud.
- Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- true
- false
- true
- true
- false

Lesson B Listening

Aim: Listen to people talk about their wishes

Vocabulary

1 Listen and number. 10-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of each vocabulary word / phrase next to each word / phrase in the book.

Answer Key

From left to right, top to bottom

5. decline
1. further
7. beat
6. fee
2. adequate
8. wealthy
3. shape
4. work out

- Practice again. Point at different pictures and ask students to say the words.

2 Listen to the conversations and circle the words you hear. 10-04

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. shape, adequate, work out
2. beat, further
3. fee, adequate, wealthy, decline
4. shape, workout, adequate, fee, decline

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different wishes and regrets.

4 Match the sentence parts.

- Ask students to read the sentence parts.
- Ask students to match the correct sentence parts.
- Check students' answers.

Answer Key

1. c 2. e 3. d 4. a 5. b

B Listening

Aim Listen to people talk about their wishes

Vocabulary

1 Listen and number. 10-03



NOTE
We use *farther* to talk about physical distances and *further* to talk about metaphorical or figurative distances.

2 Listen to the conversations and circle the words you hear. 10-04

- | | | | | | |
|------------|---------|---------|----------|----------|----------|
| 1. decline | shape | fee | adequate | work out | wealthy |
| 2. beat | decline | further | fee | adequate | work out |
| 3. decline | further | fee | adequate | wealthy | decline |
| 4. further | shape | workout | adequate | fee | decline |

Focus

3 Talk with a partner.

What do you wish *you'd done differently*?

If I hadn't *declined that piece of cake*, I wouldn't be *so hungry right now!*

What do you wish *would have happened*?

I wish we had *practiced more*, then we would have *beaten the other team*.

NOTE
Work out is a verb phrase and *workout* is a noun.

How could that have *made a difference*?

If I hadn't *eaten so much junk food*, then I wouldn't *have to work out so hard*.

What do you regret?

If only I hadn't *invested in that computer company*, then I'd be *wealthy*.

NOTE
Punctuation and pronouns may need to be changed when you change the order of clauses in mixed conditional sentences.

4 Match the sentence parts.

- | | | |
|---|---|--|
| 1. If I had stayed in school, | • | • a. then I wouldn't have to pay this late fee. |
| 2. If I hadn't declined the school's first offer, | • | • b. then I wouldn't know the answer to this question. |
| 3. I wish I hadn't eaten so much unhealthy food, | • | • c. I would have gotten a better education. |
| 4. If only I had paid my phone bill on time, | • | • d. then I wouldn't be so overweight. |
| 5. If I hadn't read further into the book, | • | • e. then I wouldn't have gotten this scholarship. |

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Extra Practice Mixed Conditionals Group Race

Before class, make a list of 30 or so hypothetical situations (realistic and outlandish), such as "If I hadn't visited the zoo" or "If I shook the alien's hand." Next to each situation, make sure to list either "present result of past action" or "present result of continuing action." Try to have an even distribution of each. Be sure to print out enough copies for each student. During class, tell students to get into groups of four students. Give each student a copy of your hypothetical situations list. Then tell each group to make two teams of two students. Have each team flip a coin or play rock, paper, scissors. The winner then gets to show a hypothetical situation of their choosing to the other team. The other team then has five seconds to say a sentence using the hypothetical situation and the given form. Tell students to write their team's answer down on a separate sheet of paper after they say it. When they're done, this team will show the other team a different hypothetical situation. The other team then has to say a correct sentence within five seconds and write it down. Repeat this process until all the situations on the list have been exhausted. Have students raise their hands when they are done. Go over to groups that have finished and check their answers. The team with the most correct answers wins. Remember to give feedback.

Grammar

5 Look at the table.

Mixed Conditionals
Mixed conditionals refer to the use of two clauses in different tenses. They commonly involve the use of a type 3 conditional in the <i>if</i> -clause followed by a type 2 conditional (<i>would</i> + infinitive) in the main clause. Here are two common mixed conditional forms:
Present Result of a Past Condition
<i>If</i> + past perfect + present conditional If I'd invested more time in my school work last year, I would be at the top of my class. I would be at the top of my class if I had invested more time in my school work last year.
Present Result of a Continuing Condition
<i>If</i> + simple past + perfect conditional If I passed my test, I wouldn't be taking additional classes. I wouldn't be taking additional classes if I passed my test.

6 Unscramble.

- declined / If I hadn't / rich today. / I'd be / his offer,

- I hadn't eaten / so much fast food. / I would be in / better shape if

- paying / If I / I wouldn't be / paid my bills, / these extra fees.

- I would be / education. / if I had been / given an adequate / wealthy

Listen Up

7 Listen and fill in the blanks. 10-05

- I've got a topic sentence, but I'm having difficulty getting _____.
- I guess I feel bad about not doing my _____ this morning.
- If I hadn't _____ to take advanced English, I might be able to write a better essay!
- Sure. It's the one with the \$30 entry _____.
- Even if you had invested it, I still don't think you'd be _____.

8 Listen again. Circle true or false. 10-05

- Jill is working on her essay. true false
- Mark exercised that morning. true false
- Mark took Advanced English classes. true false
- Jill thinks the contest costs a lot to enter. true false
- James wishes he had invested his money. true false
- Jill thinks Mark needs to get in shape. true false



Challenge

9 On a separate piece of paper, answer each of the questions in 8 with your own answers.

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
 - Ask students if they know what kind of grammar point is being highlighted.

6 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

Answer Key

- If I hadn't declined his offer, I'd be rich today.
- I would be in better shape if I hadn't eaten so much fast food.
- If I paid my bills, I wouldn't be paying these extra fees.
- I would be wealthy if I had been given an adequate education.

Listen Up

7 Listen and fill in the blanks. 10-05

- Listen to the audio.
- Ask students to fill in the blanks with the words they hear.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- any further
- workout
- declined
- fee
- wealthy

8 Listen again. Circle true or false. 10-05

- Listen to the audio.
- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key

- false
- false
- false
- true
- true
- false

Challenge

9 On a separate piece of paper, answer each of the questions in 8 with your own answers.

- Ask students to read the questions in activity 8.
- Ask students to write their own answers in complete sentences.
- Tell students to write their answers on a separate sheet of paper.
- Check students' writing to make sure they're doing it correctly.
- Ask some students to share their answers with the class.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

Pair or Group Work

Alternatively, turn activity 9 into a one-on-one or a group activity. Have students take turns asking and answering the questions in activity 8 to one another. After 5 to 10 minutes, ask students to share their conversations with the class. Remember to ask follow-up questions and give feedback.

Aim: Talk about hypothetical situations

Vocabulary

1 Listen and number. 10-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

6. definitely
4. surround
7. possibility
2. whenever
8. content
3. miserable
5. unfortunate / fortunate
1. unchanged

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. c | 2. h |
| 3. d | 4. a |
| 5. g | 6. b |
| 7. f | 8. e |

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different situations and wishes.

4 Listen and fill in the blanks. Talk with a partner. Take turns reading the lines. 10-07

- Listen to the audio.
- Ask students to fill in the blanks with the words they hear.
- Replay the audio if needed.
- Check students' answers.
- Tell students to find a partner.
- Ask students to take turns practicing the dialogue.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their dialogues with the class.
- Give feedback.

C Speaking

Aim Talk about hypothetical situations

Vocabulary

1 Listen and number. 10-06



NOTE
 hypothetical – of, or based on a hypothesis.
 hypothesis – an idea for something based on facts but not (yet) shown to be true

2 Match the words with the definitions.

- | | |
|------------------|---|
| 1. unchanged • | a. without a doubt |
| 2. content • | b. not happy |
| 3. surround • | c. staying the same |
| 4. definitely • | d. to be around something, on all sides |
| 5. whenever • | e. the chance something will happen or be true |
| 6. miserable • | f. lucky |
| 7. fortunate • | g. at any time |
| 8. possibility • | h. happy; not needing to make your situation better |

Focus

3 Talk with a partner.

How would your life be different if you were *able to speak many languages*?

How would your life be different if you were *wealthy*?

If only I had *the ability to speak many languages*, I might be *able to study abroad*.

I wish I'd been *born wealthy*; then I *could travel whenever I want*.

4 Listen and fill in the blanks. Talk with a partner. Take turns reading the lines. 10-07

- W: 1. _____ I get bored, I think about how my life could have been different.
 M: Really? How so?
 W: Well... For example, I sometimes think about whether I'd be more 2. _____ if I had been born in a different country.
 M: I suppose it's a(n) 3. _____. It's also possible your life would be 4. _____.
 W: What if I'd been born wealthy? I bet I wouldn't ever feel 5. _____ then!
 M: Well, it's 6. _____ you can't be happy with the way things are.
 W: Don't worry. I'm just daydreaming. I'm really happy with my life right now.

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Answer Key

1. Whenever
2. content
3. possibility
4. unchanged
5. miserable
6. unfortunate

Teacher's Note

Alternative Dialogues

Alternatively, have the pairs of students create their own similar dialogues at the end of activity 4. Tell students to use the dialogue in activity 4 as an example and write new dialogues that are in line with their own lives. Ask students to take turns practicing their dialogues after they write them. Then have students share their dialogues with the class. Remember to ask follow-up questions and give feedback.

Grammar

5 Look at the table.

NOTE *If only* statements are similar to *I wish*, but *if only* expresses a stronger wish that things could be different. We only use *wish + would* to talk about things we can't change.

If only / Wish Statements and Unreal Conditions		
Form	Usage	Example
<i>If only + past verb form → I wish + past verb form</i>	to express a general wish or to show an unreal condition	If only I did my homework on time. I wish I could afford a new game. I wish I were a millionaire!
<i>If only + would → I wish + would</i>	to complain about behavior or to express dissatisfaction	If only you wouldn't spend so much time on the phone. → I wish she would stop text messaging all the time.
<i>If only + past perfect → I wish + past perfect</i>	to express regret or to talk about a past action	If only we had beaten the other team. → I wish I had won the game.

6 Use the prompts and the given words to complete the sentences.

- (regret)
I wish I _____ (eat) the last piece of pie.
- (complaint)
If only you _____ (finish homework), you'd not be in trouble all the time.
- (unreal condition)
If only I _____ (be taller), I'd be on the basketball team.
- (general wish)
I wish I _____ (read) more books.

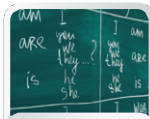


Speak Up

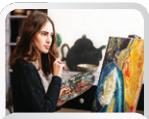
7 Talk with a partner. Fill in the blanks with your own words. Then practice answering the questions with *if only* and *wish* statements that are true for you.

- How would your life be different if you were born in _____?
- How would your life be different if you were born _____?
- What would you do differently if you were _____?
- What is your biggest hope for _____?
- What is one thing you'd change about _____?

8 Read the four hypothetical situations. Then talk about how your life would be different if these things were true for you.



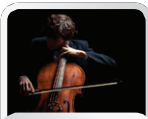
If I spoke English perfectly...



If I were a talented artist...



If I were a spectacular sports player...



If I were a talented musician...

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Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

6 Use the prompts and the given words to complete the sentences.

- Ask students to read the sentence prompts and the given words.
- Ask students to write the correct form of the given verb / verb phrase in the blank.
- Check students' answers.

Answer Key

- hadn't eaten
- would finish your homework
- was taller
- read

Speak Up

7 Talk with a partner. Fill in the blanks with your own words. Then practice answering the questions with *if only* and *wish* statements that are true for you.

- Tell students to find a partner.
- Ask students to complete the questions in their own words.
- Ask students to take turns asking and answering the question with an *if only* or *wish* statement that is true for them.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

8 Read the four hypothetical situations. Then talk about how your life would be different if these things were true for you.

- Tell students to find a partner.
- Ask students to read the given hypothetical situations.
- Ask students to discuss how their lives would be different if the hypothetical situations were true for them.
- Tell students to use *if only* and *wish* statements in their conversations.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.


Extra Practice Hypothetical Situations Mingle

Ask students to each make a list of four hypothetical situations similar to those in activity 8. Tell students to make two realistic ones and two outlandish ones. When everyone is done writing, have students walk around and ask four different students to answer their hypothetical situations. Tell students to write down the answers they got and who said them. Tell students to use *if only* and *wish* statements in their answers. After everyone is done, ask students to share their hypothetical situations and answers with the class. Remember to ask follow-up questions and give feedback.

Lesson D Writing

Aim: Write about a lucky experience

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  10-08

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the vocabulary word under the correct picture.

Answer Key

1. odd
2. item
3. note
4. coincidence
5. explanation
6. profit
7. mention
8. loss

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each blank.
- Check students' answers.

Answer Key

1. coincidence
2. odd
3. explanation
4. mention
5. item
6. note
7. profit
8. loss

Expressions

Phrases to talk about luck


3 Look at the table.



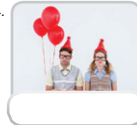


- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.

D Writing

Aim Write about a lucky experience

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  10-08

item	explanation	mention	note
loss	profit	odd	coincidence
1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

2 Fill in the blanks with the best vocabulary words. Change the form of the words if necessary.

1. What a(n) _____, seeing you here! We were just talking about you.
2. This soup tastes _____. Did you use a different recipe?
3. What are you doing at the arcade during school hours? You'd better have a good _____!
4. You'd better study tonight. I heard the teacher _____ that he likes to give quizzes on Fridays.
5. Do you have this _____ in different colors? I don't like the red color.
6. I'd like you to _____ the times and places you see red birds. Please record it in your journal.
7. I'm going to open a lemonade stand. What do you think my chances are at making a(n) _____?
8. Our company took a huge _____ when we invested in that product. What tough luck!

Expressions

Phrases to talk about luck

3 Look at the table.

Phrases	Usages	Examples
break a leg	to wish someone good luck, especially if they are in acting	Good luck at your performance tomorrow. Break a leg!
as luck would have it	it was a lucky coincidence that something happened	As luck would have it, I found my train ticket just in time! It was serendipitous!
luck out	to get lucky; to experience a lucky event	I got the last apple pie in the entire store; I really lucked out!
no such luck	we didn't have any luck	I was hoping to get the day off work, but no such luck.
better luck next time	you didn't have any luck this time	Sorry you didn't win the prize. Better luck next time.
down on your luck	having a lot of bad luck	I haven't caught any fish in a week; I'm really down on my luck.

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Teacher's Note

More Phrases to Express Luck

Explain some more phrases that can be used to express good or bad luck. Make sure students understand when and how to use the phrases. Below is a list of other phrases that can be used to talk about good or bad luck.

Phrase	Usage	Example
best of luck	wishing someone good luck	<i>Best of luck</i> to you at the meeting tomorrow.
beginner's luck	said when a new / inexperienced person has success	Oh, that's just <i>beginner's luck</i> that you keep winning at this game.
you're in luck	when announcing a good situation for another person	<i>You're in luck!</i> We have these shoes in a size 13.
just my luck	a sarcastic phrase said when something unlucky happens	It's <i>just my luck</i> that I got another speeding ticket.
what rotten luck	a sympathetic phrase for commenting on bad luck	I can't believe you lost your wallet again. <i>What rotten luck!</i>
tough luck	said when one is not sympathetic to another's problems	You don't like these new rules? Well, <i>tough luck</i> , buddy.
push your luck	commenting on someone trying too hard to extend their luck	You want another free roll? You're <i>pushing your luck</i> , funny man.

4 Match the statements to make short conversations.

- | | | |
|---|---|---|
| 1. I can't believe I found my missing wallet. | • | a. Sorry, no such luck. It's sold out. |
| 2. Do you have a copy of this book? | • | b. Nice! Now we can buy tickets to the movie. |
| 3. My brother didn't make the team. | • | c. Wow! You really lucked out. |
| 4. As luck would have it, I do have some money. | • | d. He must feel pretty down on his luck. |

5 Read. Then fill in the blanks with the words in the box.

as luck would have it note	down on his luck loss	lucked out profit	odd item
-------------------------------	--------------------------	----------------------	-------------

Lucky Discoveries That Made People Rich



Lucky Home Repair

David Gonzalez was repairing his new home, which he purchased for \$10,100, when he couldn't help but take 1. _____ of something interesting. After all, it was a little 2. _____ to see a comic book stuck in a wall you're tearing down. 3. _____, though, it was a copy of *Action Comics #1*, the very first comic starring Superman! Gonzales sold the comic for \$175,000. That's 17 times what he paid for the house. He made a huge 4. _____!

Independence in a Picture Frame

In 1991, a man bought an old picture for its picture frame for \$4 at a local flea market. When he removed the old photo he found a(n) 5. _____ of immense importance. In 1776, America's forefathers sent out 200 copies of an important document to the 13 colonies. In these documents, America declared its independence from England. Of those 200 copies, fewer than 30 exist today, and this man 6. _____ and found another. He put his copy up for auction, where it sold for \$2.4 million.



For the Hoard!

When farmer John was 7. _____, he turned to Eric Lawes for help. The farmer had lost his hammer in a field, so Lawes came to the rescue with his trusty metal detector. While searching the field for the hammer, he accidentally discovered the largest collection of Roman silver and gold ever found in Britain.

Archaeologists came to the field and dug up an impressive 24 bronze coins, 565 gold coins, 14,191 silver coins, and hundreds of silver and gold items. This became known as the Hoxne Hoard. This treasure trove was given to the British government, who paid John and Lawes \$2.8 million for the treasure. Sadly, the farmer took a little bit of a(n) 8. _____—he never found his hammer.

Writing

6 On a separate piece of paper, write two short stories. One should be about an unlucky thing that has happened to you, and one should be about a lucky experience. If you can't think of anything, create a story using your imagination.

Use these questions to help you come up with ideas:

- Where were you when the event happened?
- What was the event?
- Why was it lucky or unlucky?
- What could have happened differently? How could the situation have been worse? Or better?

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4 Match the statements to make short conversations.

- Ask students to read the statements and responses.
- Ask students to match the statement with the best response.
- Check students' answers.

Answer Key

- c
- a
- d
- b

5 Read. Then fill in the blanks with the words in the box.

10-09

- Ask students to read the passage.
- Ask students to fill in each blank with the best word / phrase from the box.
- Listen to the audio.
- Check students' answers.

Answer Key

- note
- odd
- As luck would have it
- profit
- item
- lucked out
- down on his luck
- loss

Writing

6 On a separate piece of paper, write two short stories. One should be about an unlucky thing that has happened to you, and one should be about a lucky experience. If you can't think of anything, create a story using your imagination.

- Ask students to write two short stories, one about an unlucky situation that happened to them and the other about a lucky event that they experienced.
- Tell students to make up imaginary stories if they can't think of any real experiences.
- Tell students to use the questions to help them write their stories.
- Tell students to write their stories on a separate sheet of paper.
- Check students' stories to make sure they're writing correctly.
- Ask some students to share their stories with the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice Write, Pass, Write ...

Ask students to use their imaginations to write the beginning of a story related to a lucky or unlucky experience. Tell students to only go as far as to describe the lucky or unlucky situation. Make sure they don't write anything after that. Ask students to write on a separate sheet of paper. Tell students not to write their names on their paper and to write legibly. When students are done writing, collect their papers. Then distribute the papers to different students. Make sure no one gets their own paper. After everyone has a new paper, ask students to read what's on their new papers and to complete their new stories. Tell students to write any kind of conclusion they see fit. When everyone is done writing, ask each student to share their story with the class. Get the class to guess who wrote the first part of the story, or have the student who wrote the first part raise their hand. Remember to ask follow-up questions and give feedback.

Lesson E Project

Aim: Write an ending to a story

Video

1 Read the statements in the box. Then match each statement with the correct picture.

- Ask students to read the statements.
- Ask students to match each statement with the correct picture.
- Check students' answers.

Answer Key

- b
- c
- e
- a
- d

2 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.

- Ask students to look at the pictures.
- Ask students to write a short summary about what they think will happen in the video.
- Tell students to write their summaries on a separate sheet of paper.
- Tell students to talk with a partner.
- Tell students to share their summaries with their partner.

Scan the QR code to link to the Unit 10 video.

3 Watch the video. Number the pictures in order.

Video 10

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right
3, 1, 2

4 Watch again. Circle the answers.

Video 10

- Ask students to read the questions.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key

- c
- b
- d
- a

E Project

Aim Write an ending to a story

Video

1 Read the statements in the box. Then match each statement with the correct picture.

- a. That's a drastic change!
b. He'll investigate.
c. He's such an idiot.
d. A sight to behold.
e. This is my country of origin.



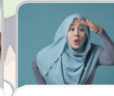
1.



2.



3.



4.



5.

2 Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.

3 Watch the video. Number the pictures in order.

Video 10



4 Watch again. Circle the answers.

Video 10

- What does Mario mean when he says: "Protocol 37C"?
 - that the robots shouldn't move
 - that the robots should hurt the others
 - that the robots should protect them
 - that the robots should shout certain words
- What does Lisa mean when she says: "If only!"?
 - She doesn't want her lucky streak to run out.
 - She wants to see a world full of monsters.
 - She doesn't want to see a world full of monsters.
 - She wishes she could see better.
- Burble and Karble have _____.
 - seen a World Hopper Engine before
 - ridden in a World Hopper Engine before
 - stolen a World Hopper Engine before
 - heard of a World Hopper Engine before
- How does Max feel seeing the travelers land in his backyard?
 - happy
 - upset
 - anxious
 - unknown

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Extra Practice What Happens Next?

After activity 4, tell students to find a partner. Ask students to write a short story about what happens next to the characters from the animation. Tell students to include the who, what, where, why, and how for their characters and story. When everyone is done writing, ask some students to share their stories with the class. Vote on who had the best ending and why. Remember to ask follow-up questions and give feedback.

21st Century Skills

Plot Twist **10**

Creativity Critical Thinking

- 5** Read. Then talk about “turning points” in **10** or in your favorite books, shows, and movies.

A *turning point* is a place in the story where things could have gone differently if the character had chosen to do a different action or made a different decision.

NOTE A turning point can sometimes be identified by a character expressing a wish or regret. Look and listen for “wish,” “if only,” or “regret” statements.

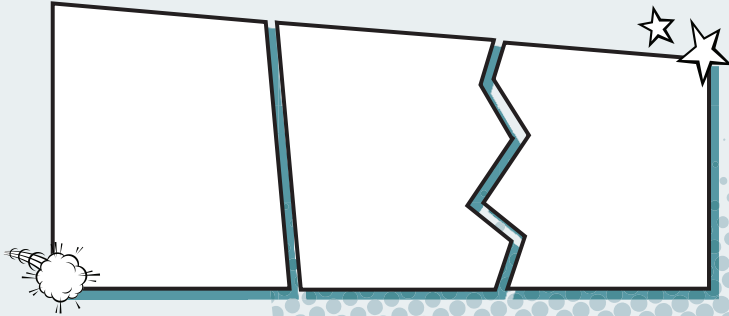
- 6** Read. Put an (X) beside your favorite turning points in **10**. Or write your own description of a turning point in a work on the space provided. There are many to choose from!

- when Tom, Jessie, Leinad, Usa, and Eric run into Mario, Ella, Collector, and Daisy
- when Jessie hits the button to transport them to another world
- when Burble tells them the ship is illegal

- 7** What would have been different in the story? How would your decisions affect the story from that point forward? For example, ask yourself the following questions.

- How would it have been different if *Mario* had been luckier?
- How would it have been different if *Jessie* and *Tom* had been luckier?
- What would have happened if *Burble* hadn't made that decision or choice?

- 8** Write and draw your own comic! Draw the last page of the comic that shows what would have happened from your turning point onward to the comic's conclusion. Remember to include a script. You can also write descriptions of the actions at the top or bottom of the frame.



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- 7** What would have been different in the story? How would your decisions affect the story from that point forward? For example, ask yourself the following questions.

- Ask students to think about what could have gone differently in the story if the turning point they chose in activity **6** had been different.
- Ask students to use the questions as examples while thinking about what could have gone differently.
- Tell students to write their answers on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

- 8** Write and draw your own comic! Draw the last page of the comic that shows what would have happened from your turning point onward to the comic's conclusion. Remember to include a script. You can also write descriptions of the actions at the top or bottom of the frame.

- Ask students to write and draw the alternate ending of their chosen work from activities **6** and **7**.
- Tell students to draw and write about the events from the turning point to the conclusion.
- Tell students to include a script or descriptions of events in their work.
- Tell students to write and draw in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Ask some students to present their work to the class.
- Ask follow-up questions.
- Give feedback.

21st Century Skills

- 5** Read. Then talk about “turning points” in **10** or in your favorite books, shows, and movies.

- Tell students to find a partner.
- Ask students to read about what a turning point is.
- Ask students to discuss the turning points in Video 10, or in their favorite book, show, or movie.
- Tell students to list their ideas on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

- 6** Read. Put an (X) beside your favorite turning points in **10**. Or write your own description of a turning point in a work on the space provided. There are many to choose from!

- Ask students to read the given turning points.
- Ask students to put an X next to the one(s) they like best, or have them write their favorite turning points from another work in the space provided.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

Teacher's Note

Comics or Stories

For the project, keep in mind that some students might be better at drawing than others, and some might be better at writing than others. With that in mind, tell students that they can choose to create their story in either comic strip form or written story form. Alternatively, get students to do the project in pairs rather than alone. Have them choose one work in which to find a turning point and then come up with an alternate conclusion. When everyone is done, have each pair of students present their work to the class. Remember to ask follow-up questions and give feedback.

1 Read and choose the best words to fill in the blanks.

- Ask students to read the passage.
- Ask students to circle the best words to fill in the blanks.
- Ask students to write the words in the blanks.
- Check students' answers.

Answer Key

1. b, certain
2. d, definitely
3. a, odd
4. a, possibility
5. d, profits
6. c, consequences

2 Read and fill in the blanks with the words in the box. One word is not used.

- Ask students to read the passage.
- Ask students to write the correct word from the box in each blank.
- Check students' answers.

Answer Key

1. vital
2. threat
3. species
4. attaches
5. spreading
6. seeds
7. population

1 Read and choose the best words to fill in the blanks.

What makes some people more successful than others? It's difficult to be 1. _____ . Hard work and talent are important, but other things 2. _____ play a role, too. One is names. Researchers have found some 3. _____ facts about the relationship between a person's name and success. For example, if your name is easy to pronounce, there's a greater 4. _____ that you'll be promoted at work. And companies with simpler names make higher 5. _____ in the stock market. There are even 6. _____ to having a name that is famous in history. People with names like Alexander and Elizabeth are more likely to be successful, probably because those names remind people of great leaders.



- | | | | |
|---------------------|----------------|------------------|----------------|
| 1. a. original | b. certain | c. vital | d. obligated |
| 2. a. precisely | b. adequately | c. fortunately | d. definitely |
| 3. a. odd | b. unknown | c. wealthy | d. unchanged |
| 4. a. possibility | b. coincidence | c. investigation | d. reservation |
| 5. a. summaries | b. populations | c. materials | d. profits |
| 6. a. organizations | b. traps | c. consequences | d. habitats |

2 Read and fill in the blanks with the words in the box. One word is not used.

seeds	species	population	attaches
vital	threat	material	spreading

Bees are very important for pollinating crops that we all depend on. So it's 1. _____ for us to pay attention to anything that might harm them. Very small insects called mites can be a(n) 2. _____ to bees. One such 3. _____ is the Varroa destructor. It 4. _____ itself to a bee and sucks its blood. These insects also harm bees by 5. _____ diseases.

Another danger to bees is the chemicals that are used to protect crops from insects. Farmers sometimes put chemicals on 6. _____ before planting them. Then, when the plants grow and bees eat from them, the bees also eat the chemicals—which can kill them. Farmers must be aware of these problems. If the bee 7. _____ gets too low, our food supply could be in danger.



Teacher's Note

Conditionals with *If Only* and *Wish*

Explain to students that conditionals can also be used with *if only* and *wish*. Below are some examples.

Conditional	Usage	Example
Type 2	hypothetical conditions and probable results	If only I didn't have a headache, I would / could go to the party tonight. I wish I didn't have a headache, then I would / could go to the party tonight.
Type 3	unreal past conditions and probable results in the past	If only I'd taken the train, I would have arrived at my destination by now. I wish I'd taken the train; I would have arrived at my destination by now.

3 Circle the correct answers.

1. The / An / A Earth is often described as a "blue planet."
2. Kelly missed class yesterday but didn't give the / an / a explanation.
3. Did you have the / an / a good workout this afternoon?
4. The drive to our grandparents' house will take about the / an / a hour.

4 Change the sentences to reported speech.


1. I said, "I'm not angry." → I said that _____
2. Dad said, "I cooked dinner." → Dad said that _____
3. "I've never been to Asia," Jen said. → Jen said that _____
4. "I'll be a little late," Lara said. → Lara said that _____

5 Listen and circle true or false.  **RS-01**

1. The boy plans to start an environmental organization. true false
2. The goal of the event is to protect forest habitats. true false
3. Attending the event is free of charge. true false
4. The girl declined the invitation. true false

6 Listen and circle the answers.  **RS-02**

1. What can we guess about Bella?
 - a. She comes from a wealthy family.
 - b. She has not taken scuba diving lessons.
 - c. She does not live near the sea.
 - d. She used to live in Australia.
2. Which person would like to make a discovery?
 - a. Bella
 - b. Joo-Won
 - c. Charlotte
 - d. Miguel
3. What does Miguel think about making plans?
 - a. It's impossible to do.
 - b. It's very important.
 - c. It usually doesn't work out.
 - d. It makes life boring.

7 Listen again. Match each person with the activity that would most interest them. One activity will not be used.  **RS-02**



- a. Iceland Volcano Adventure
Take a self-guided hike through Iceland's natural beauties
- b. Swim with Sharks!
At our park, you can see these amazing creatures up close—safely
- c. New Botanical Gardens
View hundreds of native and exotic trees, plants, and flowers
- d. Want to Be a Science Writer?
Listen to a lecture by a best-selling author on climate change
- e. Help Save the Elephants
Volunteer at a fundraiser to rescue African elephants

3 Circle the correct answers.

- Ask students to read the sentences.
- Ask students to circle the correct articles.
- Check students' answers.

Answer Key

1. The
2. an
3. a
4. an

4 Change the sentences to reported speech.

- Ask students to read the sentences.
- Ask students to rewrite the sentences on the lines using reported speech.
- Check students' answers.

Answer Key


1. I wasn't angry
2. he had (he'd) cooked dinner
3. she had (she'd) never been to Asia
4. she would (she'd) be a little late

5 Listen and circle true or false.  **RS-01**

- Listen to the audio.
- Ask students to read the sentences and circle *true* or *false*.
- Replay the audio if needed.
- Check students' answers.

Answer Key


1. false
2. true
3. false
4. false

6 Listen and circle the answers.  **RS-02**

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. c
2. b
3. d

7 Listen again. Match each person with the activity that would most interest them. One activity will not be used.  **RS-02**

- Listen to the audio.
- Ask students to match each person to the activity that would most interest them.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. b
2. c
3. e
4. a

Teacher's Note

Wishes and Mixed Conditionals Practice

After activity **7**, tell students to find a partner. Ask students to create a short dialogue using wish and mixed conditional statements about the environment. Tell students to use the dialogue and monologues in activities **5** and **6** as examples. Tell students to write their dialogues on a separate sheet of paper. After everyone is done writing, ask students to practice their dialogues. Then ask each pair of students to present their dialogue to the class. Remember to ask follow-up questions and give feedback.

Grammar Reference

UNIT 1

present perfect

The present perfect tense is used to talk about experiences up to the present, to provide a reason for some action or state, and to talk about something which hasn't happened yet but is expected to happen. The present perfect tense construction is **subject + have / has + past participle**.

Examples
I <i>have traveled</i> to both China and Russia.
I <i>have loved</i> classical music ever since I was a teenager.
John <i>has been</i> in his room for five hours!

action verbs vs. stative verbs

Action verbs describe someone or something doing an action, moving, or changing. They are often used in present continuous sentences.

Stative verbs are usually related to thoughts, emotions, relationships, senses, and states of being. They are often used in simple present sentences.

Action Verbs	Stative Verbs
He is <i>preparing</i> lunch.	I <i>feel</i> excited.
He is <i>watching</i> a movie.	She <i>has</i> brown hair.
They are <i>playing</i> tennis.	I <i>understand</i> the text.

UNIT 2

past perfect

The past perfect is formed using **had + past participle**. We use it to talk about an action that happened before another action in the past. When talking about past actions using *before* and *after*, the past simple and past perfect often have the same meaning.

Usages	Examples
Describing an action that was completed before another action or time in the past.	They <i>had been</i> stuck on the mountain for six hours before the helicopter came. Reese <i>had</i> just <i>arrived</i> home when she heard the news.
Describing a past action using <i>before</i> and <i>after</i> . The past simple and past perfect have the same meaning in these examples.	It stopped raining after I <i>had bought</i> an umbrella. It stopped raining after I <i>bought</i> an umbrella.

past perfect continuous

The past perfect continuous tense describes an action that was in progress before another activity or time in the past. We often use the past perfect continuous with *because* to talk about the cause of something in the past.

The form of the past perfect continuous is **had been + verb + -ing**.

We often use the adverbs *for*, *since*, *before*, and *when* before introducing the second action.

Usages	Examples
to talk about an action in progress before another action in the past	He <i>had been climbing</i> for 2 hours when he finally reached the top. They <i>had been warning</i> hikers about the danger since early 2018.
to describe the reason for something in the past	Joni's hair was wet because she <i>had been swimming</i> . Johan's face was red because he <i>had been crying</i> .

UNIT 3

present perfect vs. past simple

The present perfect is used to talk about actions that happened at an unspecified time in the past. It can also be used to talk about unfinished events between the past and now. The past simple is used to talk about completed actions in the past, often specifying when the action took place.

Forms	Examples
present perfect	I <i>have</i> just <i>cooked</i> dinner. I <i>have</i> seen some amazing rock concerts.
past simple	She <i>wore</i> a traditional costume last night. They <i>visited</i> a folk village yesterday.

present perfect continuous

The present perfect continuous is formed using **has / have been + verb + -ing**. It is used to talk about continuing events happening between the past and now.

We often use the signal words *since*, *for*, *recently*, and *lately* with the present perfect continuous tense.

Usages	Examples
to talk about actions which started in the past and continue up until now	I've <i>been coming</i> to this festival every year since 2012.
to talk about temporary habits or situations	<i>Have you been studying</i> much recently?
to talk about actions which have recently stopped and have a result in the present	I've <i>been helping</i> Janice at the food stall all day, so I'm exhausted.

UNIT 4

modals of necessity

We often use *have to* / *don't have to* and *need to* / *needn't* to express obligation and lack of obligation.

Examples
A: Do I <i>have to</i> pay back the money you loaned me? B: Yes, you do. / Yes you <i>have to</i> .
A: Do I <i>need to</i> go to the bank to transfer money? B: No, you don't. / No, you <i>needn't</i> .
I <i>didn't have to</i> go to soccer practice that day, so I met my friends in the park.
She <i>didn't need to</i> write a thank you letter, but she wanted to be polite.

future perfect

The future perfect tense is used to show that one action finishes before another action or time in the future. The tense is formed using **will + have + past participle**.

Examples
I <i>will have visited</i> ten countries by the time I graduate university.

future perfect continuous

The future perfect continuous tense is used to show that one action continues until another action or time in the future. The tense is formed using **will + have + been + verb + -ing**.

Examples
I <i>will have been living</i> in Japan for ten years by this time next year.

UNIT 5

defining relative clauses

A defining relative clause is used to define or identify a noun by adding necessary information. We use the relative pronouns *who*, *that*, *which*, *whose*, *where*, and *when*.

Forms / Usages	Examples
are never set off by commas	People <i>who</i> are married save more money.
can use <i>that</i> instead of <i>who</i> or <i>which</i>	I live in the building <i>which</i> / <i>that</i> has a blue door.
can omit relative pronouns when followed by subject + verb	That's the movie <i>that</i> I want to see. / That's the movie I want to see.

non-defining relative clauses

A non-defining relative clause is used to add extra information.

Forms / Usages	Examples
are always set off by commas	My brother, <i>who works in a bank</i> , gives me financial advice.
<i>that</i> cannot be used to replace <i>who</i> and <i>which</i>	The man, <i>who is reportedly back at home</i> , was not available for comment.
cannot omit relative pronouns	My sister, <i>who is a fashion designer</i> , lives in New York.

UNIT 6

passive

The passive is used when we don't know, or are not interested in, who does an action; and when the main topic of a sentence isn't who did the action. We form the tense using the correct form of **be + past participle**. Passive sentences can sometimes contain two objects.

Examples
This device <i>was invented</i> in 1968.
This writing <i>was checked</i> by my teacher.

passive causatives

Passive causatives are used to show that someone does a task for us. They are formed using **causative verb + noun + past participle**. We commonly use the causative verbs *have* and *get* with the passive.

Examples
I <i>got my sink fixed</i> by the plumber.
She <i>had her hair cut</i> by her sister.
They'll <i>have it designed</i> by a professional.

Grammar Reference

UNIT 7

causatives

Causative verbs are used to show that one person or thing makes something happen. We commonly use the causative verbs *let*, *make*, *have*, *get*, and *help*.

Causative Verbs	Usages	Examples
let	to allow or give permission for something to happen	The professor <i>lets</i> her best students help her with academic research.
make	to cause or force something to happen	The protesters <i>made</i> the restaurant close early.
have	to give someone a responsibility to do something	We'll <i>have</i> the students sit in a circle in the middle of the class.
get	to convince or persuade someone to do something	I <i>got</i> him to change his mind on climate change.
help	to aid someone in doing something	We <i>help</i> the public to better understand the issue.

UNIT 8

gerunds and infinitives

Gerunds and infinitives are verb forms that act as nouns. A gerund is formed using **verb + -ing**. An infinitive is formed using **to + verb**. Some verbs can only be followed by infinitives, while others can only be followed by gerunds. Gerunds and infinitives can also be used at the beginning of sentences.

Usages	Examples
following a verb	Jess started <i>eating</i> healthy food this year. Teresa offered <i>to buy</i> her students dinner.
at the beginning of a sentence as a subject	<i>Peeling</i> these kinds of fruits is quite difficult. <i>To find</i> a decent restaurant in this town is not hard.
infinitives can also appear in the form verb + noun / pronoun + infinitive	Rhea has the determination <i>to get ahead</i> in this industry.

Some verbs can be followed by both gerunds and infinitives. For some verbs, this changes the meaning, while for other verbs, the meaning remains the same

Usages	Examples
without a change in meaning	Will you continue <i>working</i> at the bistro next year? / Will you continue <i>to work</i> at the bistro next year?
with a change in meaning	He remembered <i>going</i> to the swimming pool. (He went to the swimming pool and later had a memory of it.) He remembered <i>to go</i> to the swimming pool. (He didn't forget his plan to go to the swimming pool.)

-ing forms

-ing forms can also appear as verbs and adjectives.

Usages	Examples
Continuous tenses use the -ing form of the verb.	I've been <i>working</i> as a chef here for six months.
Adjectives usually appear after the verb <i>be</i> , adverbs such as <i>really</i> , or before nouns.	The recipe is not for beginners; even for me it was <i>challenging</i> .

UNIT 9

reported speech

Reported speech is used to tell others what's been said. It comes in two forms: direct speech and indirect speech.

Direct speech uses quotation marks and reports exactly what someone has said.

Indirect speech often uses different pronouns and shifts verbs one tense back. The verb shift changes depending on the tense of the direct speech.

Tense Change	Direct Speech	Indirect Speech
simple present → simple past	Corey said "I'm outside the school gate"	Corey told me he was outside the school gate.
simple past → past perfect	"I saw a kangaroo!" said Eric.	Eric mentioned that he <i>had seen</i> a kangaroo.
present perfect → past perfect	Marina said "I've been to Africa three times".	Marina explained that she <i>had been</i> to Africa three times.
past perfect → past perfect	"She <i>had checked</i> her water bottle," said Trey.	Trey said that she <i>had checked</i> the water bottle.
future → present conditional	Emily said, "I <i>will go back</i> to the jungle."	Emily said she <i>would go back</i> to the jungle.

indefinite articles

Indefinite articles can be used in front of adjectives and singular nouns. We use *a* in front of words that start with a consonant sound and *an* in front of words that start with a vowel sound.

Certain words start with a vowel but do not make a vowel sound. These words do not use *an* as an article.

Forms	Examples
nouns and adjectives that start with eu- (pronounced "yoo")	<i>a</i> European, <i>a</i> euro
nouns that begin with uni- (pronounced "yoo-nee")	<i>a</i> unicorn, <i>a</i> uniform, <i>a</i> unit, <i>a</i> university
aspirated H follows the rule	<i>a</i> hat, <i>a</i> helicopter
unaspirated H breaks the rule	<i>an</i> hour, <i>an</i> honor

definite articles

Definite articles are used before a noun to define it as something specific, unique, previously known, or identifiable by the speaker. We use *the* in front of the noun.

Usages	Examples
previously discussed	I'm <i>the</i> new kid.
known / Identifiable	That's <i>the</i> diner my mom loves!

UNIT 10

mixed conditionals

Mixed conditionals refer to the use of two clauses in different tenses. They commonly involve the use of a type 3 conditional in the *if*-clause followed by a type 2 conditional (*would* + infinitive) in the main clause.

Usages	Forms	Examples
present result of a past condition	<i>if</i> + past perfect + present conditional	<i>If I'd followed my dream when I was younger, I would be more satisfied with life.</i>
present result of a continuing condition	<i>if</i> + simple past + perfect conditional	<i>If I were a good student, I would have studied for the test.</i>

if only and *wish* statements

If only and *wish* statements talk about how things could be different, but aren't. We use them to talk about past, present and future unreal conditions.

Usages	Forms	Examples
to express a general wish or to show an unreal condition	<i>If only</i> + past verb form <i>I wish</i> + past verb form	<i>If only</i> I were more athletic! <i>I wish</i> I knew how to make money!
to complain about behavior or to express dissatisfaction	<i>If only</i> + would <i>I wish</i> + would	<i>If only</i> you would care a bit more about others. <i>I wish</i> you would put away your phone during dinner.
to express regret or to talk about a past action	<i>If only</i> + past perfect <i>I wish</i> + past perfect	<i>If only</i> we had scored two more goals. <i>I really wish</i> we had beaten them.

Word List

UNIT 1

Lesson A

cache
category
contribute
exploration
outdoor
pastime
recent
target

Lesson B

allowed
cuisine
delicious
gather
gigantic
impressive
leisure
memorable

Lesson C

amused
awkward
ignored
impressed
jealous
joyful
offended
regretful

Lesson D

adore
appreciate
believe
deny
doubt
imagine
interests
realize

UNIT 2

Lesson A

bystander
exhausted
extraordinary
hero / heroine
hopeless
pedestrian
rescue
stare

Lesson B

courageous
lively
mysterious
powerful
selfish / unselfish
sociable
thoughtful
well-known

Lesson C

disturb
grateful
immediately
in the end
keep on
lack
matter
on purpose

Lesson D

ancient
astronaut
background
carry on
expedition
explorer
give up
prepared

UNIT 3

Lesson A

admission
audience
hit
influence
inspiration
origin
performer
style

Lesson B

ceremony
custom
dull
entertainment
firework
magnificent
regular
traditional

Lesson C

annual
community
eager
ordinary
participate
recognize
register
spectacular

Lesson D

analysis
brief
conclusion
plot
provide
review
scene
worth

Lesson E

goal
guide
scoop
wrestling

UNIT 4

Lesson A

advise
benefit
budget
due
financial
income
priority
remain

Lesson B

contract
loan
long-term
obligation
payment
positive
struggle
sum

Lesson C

additional
calculate
decent
estimate
judge
part-time / full-time
recover
reflect

Lesson D

description
divide
expense
label
section
spreadsheet
useless
value

Lesson E

bank
beauty salon
college
hardware store
office

UNIT 5

Lesson A

appropriate
character
identify
limit
personality
reliable
scientific
series

Lesson B

ambitious
cautious
energetic
generous
helpful
nasty
patient
sensitive

Lesson C

bold
curious
intelligent
logical
messy
neat
silly
sweet

Lesson D

annoying
calm
candidate
delightful
industry
intellectual
preference
stupid

UNIT 6

Lesson A

absolutely
actually
altogether
especially
pleasure
seriously
surprisingly
totally

Lesson B

acceptable
advantage / disadvantage
alternative
couple
digital / analog
mechanical
rather
robotic

Lesson C

admire
admit
advertise
afford
electronics
inventor
operate
researcher

Lesson D

assist
similar
solve
somehow
speed
supporter / opponent
system
temporary

UNIT 7

Lesson A

arrangement
average
discourage
economy
handle
method
policy
politics

Lesson B

approach
complex
distinction
essential
evidence
lecture
respect
topic

Lesson C

argument
belief
debate
effective / ineffective
permit
persuade
point
professor

Lesson D

article
council
equal
fair / unfair
implement
judgment
response
subject

Lesson E

complex
dramatic
evidence
frequent
reform

UNIT 8

Lesson A

accompany
bistro
bland
fetch
order
particularly
raw
savory

Lesson B

approximately
arrange
base
bitter
contain
flavor
frozen
instead (of)

Lesson C

compared
depend
etiquette
interrupt
interval
meanwhile
proper
refuse

Lesson D

(in) advance
atmosphere
(in) case
insist
nearby
occasion
otherwise
owner

Word List

UNIT 9

Lesson A

certain
continue
jungle
obligated
relationship
reserve / reservation
scream
species

Lesson B

destruction
dolphin
shark
site
summary
surface
threat
whale

Lesson C

consequence
habitat
hunt
luxury
organization
population
trap
vital

Lesson D

function
material
nutrient
recreation
regulate
seed
soil
spread

UNIT 10

Lesson A

attach
by accident
convenient
discovery
investigation
original
precisely
unknown

Lesson B

adequate
beat
decline
fee
further
shape
wealthy
work out

Lesson C

content
definitely
fortunate / unfortunate
miserable
possibility
surround
unchanged
whenever

Lesson D

coincidence
explanation
item
loss
mention
note
odd
profit