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Scope and Sequence






LESSON A		LESSON B			
UNIT		VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
1	 Passions	Music and movie genres	<b>My passion for music</b> <i>Philip Jones, musician</i>	<b>Function</b> Talking about likes and interests <b>Grammar</b> Simple present	I like hip-hop a lot.
2	 Spending Habits	Spending money	<b>How I spend my money</b> <i>Stella Hekker, student</i>	<b>Function</b> Talking about habits and routines <b>Grammar</b> Adverbs of frequency and time expressions	Talking about frequent activities
3	 Career Paths	Jobs	<b>Interview with a TV presenter</b> <i>Richard Lenton, journalist</i>	<b>Function</b> Asking about and describing jobs <b>Grammar</b> <i>like vs. would like</i>	Talking about jobs
PRESENTATION 1 Introducing someone you know					
4	 Talents	Abilities	<b>A unique ability</b> <i>Okotanpe, contact juggler</i>	<b>Function</b> Describing abilities and talents <b>Grammar</b> <i>can /can't</i>	Talking about abilities
5	 Technology	Gadgets	<b>How I used drones to make an amazing video</b> <i>Sam Cossman, explorer</i>	<b>Function</b> Describing things and how they work <b>Grammar</b> Quantifiers	Talking about technology
6	 Challenges	Daily challenges	<b>It's no big deal</b> <i>Vasu Sojitra, skier</i>	<b>Function</b> Describing sequence <b>Grammar</b> Time clauses	Talking about exam stress
PRESENTATION 2 Presenting a favorite piece of technology					



LESSON C		LESSON D		
	TED TALKS	PRESENTATION SKILLS	COMMUNICATING	CRITICAL THINKING
	<b>BLUEGRASS FROM NEW JERSEY</b> <i>Sleepy Man Banjo Boys</i>	Introducing yourself	Getting to know you	Discussing traditional Chinese music and instruments
	<b>WEARING NOTHING NEW</b> <i>Jessi Arrington</i>	Using effective body language	Are you a green shopper?	Discussing buying recycled goods
	<b>THE JOY OF SURFING IN ICE-COLD WATER</b> <i>Chris Burkard</i>	Thanking the audience	What's my job?	Talking about a dream job
	<b>THE ORCHESTRA IN MY MOUTH</b> <i>Tom Thum</i>	Introducing a topic	Recommending a job	Talking about someone with an unusual ability
	<b>FLY WITH THE JETMAN</b> <i>Yves Rossy</i>	Using gestures effectively	A new app	Talking about the app WeChat
	<b>HOW I USE SONAR TO NAVIGATE THE WORLD</b> <i>Daniel Kish</i>	Involving your audience	Dos and don'ts	Talking about a person who overcame a challenge



Scope and Sequence

LESSON A		LESSON B			
UNIT		VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
7	 <b>Confidence</b>	Appearance and personality	<b>Like mother, like daughter</b> <i>Bonnie Kim, school consultant</i>	<b>Function</b> Describing people <b>Grammar</b> Modifying adverbs	Talking about people
	 <b>Wild Places</b>	Natural features	<b>An amazing place</b> <i>Ross Donihue and Marty Schnure, cartographers</i>	<b>Function</b> Making comparisons <b>Grammar</b> Comparative and superlative adjectives	Talking about natural wonders
9	 <b>Achievements</b>	Personal achievements	<b>My great achievement</b> <i>Scott Leefe, marathon runner</i>	<b>Function</b> Talking about the past <b>Grammar</b> Simple past	Talking about round-the-world adventure
	<b>PRESENTATION 3</b> Describing an amazing place you visited				
10	 <b>Creative Cities</b>	Qualities of a neighborhood	<b>The neighborhood where I grew up</b> <i>Craig Albrightson, lecturer</i>	<b>Function</b> Offering suggestions <b>Grammar</b> <i>should/shouldn't</i>	Recommending a neighborhood
	 <b>Picture Perfect</b>	Photography	<b>My perfect photo</b> <i>Hannah Reyes, photographer</i>	<b>Function</b> Asking for and giving opinions <b>Grammar</b> Sense verbs	Discussing ideas
12	 <b>Healthy Habits</b>	Habits	<b>My healthy (and unhealthy) habits</b> <i>David Matijasevich, teacher</i>	<b>Function</b> Talking about real conditions <b>Grammar</b> Real conditionals	Talking about healthy choices
	<b>PRESENTATION 4</b> Describing an issue or challenge in your community				





## LESSON D

	TED TALKS	PRESENTATION SKILLS	COMMUNICATING	CRITICAL THINKING
	<b>WHY THINKING YOU'RE UGLY IS BAD FOR YOU</b> <i>Meaghan Ramsey</i>	Using statistics	A class poll	Talking about other people's opinion affecting one's self-esteem
	<b>UNSEEN FOOTAGE, UNTAMED NATURE</b> <i>Karen Bass</i>	Showing enthusiasm	A tourism poster	Talking about a place you'd like to visit
	<b>LET'S SAVE THE LAST PRISTINE CONTINENT</b> <i>Robert Swan</i>	Effective pausing	An achievement	Talking about your achievements

<b>HOW TO REVIVE A NEIGHBORHOOD</b> <i>Theaster Gates</i>	Paraphrasing key points	Planning neighborhood improvements	Giving suggestions for improving your neighborhood
<b>IMPOSSIBLE PHOTOGRAPHY</b> <i>Erik Johansson</i>	Introducing a visual	Animal hybrids	Talking about a combined photograph
<b>THE SIMPLE POWER OF HANDWASHING</b> <i>Myriam Sidibe</i>	Getting the audience's attention	Fact or myth?	Talking about Chinese eating styles





# Course Overview

## What is TED?

TED is a non-profit, global organization with a simple goal: to spread great ideas. Every year, hundreds of presenters share ideas at TED events around the world. Millions of people watch TED Talks online, inspiring many to change their attitudes and their lives.

## Why use TED Talks in English Language Teaching?

TED speakers use authentic language, model best practices in presentation delivery, and bring real and fascinating ideas to the classroom. These ideas inspire learners to form opinions that they want to share. National Geographic Learning materials can help them do that in English.

## How does Experiencing English Viewing, Listening & Speaking use TED Talks to teach English?

Learners develop English language skills, presentation literacy, and explore great ideas through authentic TED Talks. Each unit helps learners build an understanding around a TED speaker's main idea.

## How is using Experiencing English Viewing, Listening & Speaking different than using a TED Talk found online?

National Geographic Learning is the only publisher able to curate TED Talks for English language learners. The TED Talks selected for NGL materials are fascinating, language-level appropriate, and supported by a one-of-a-kind curriculum. In *Experiencing English Viewing, Listening & Speaking*, TED Talks are broken into manageable segments that are used as springboards for language learning.

10A

In the neighborhood

LESSON OVERVIEW

**Aims:** Use phrases to talk about communities. Listen for price and costs, describe neighborhoods.

**Target Vocabulary:** affordable housing, clean streets, friendly neighbors, heavy traffic, green space, low crime rate, reliable public transportation, vacant buildings

VOCABULARY

**A** Have students work individually. Then have them check answers in pairs. Avoid explaining meanings until students complete **B**.

**B** Note of this point, students may not understand the meanings of all the phrases. **T** them to guess which are positive and negative, based on the adjectives. **T** students to make a chart, learn diagrams, or word web to organize the phrases. Have them compare their answers with a partner. Ask them to use the dictionary to check on any phrases they disagree on.

Go over the meaning and use of each phrase as a class. When possible, **T** or give the opposite of each phrase.

**C** Model the conversation with a student. Give pairs enough time to discuss.

Language Note

Affordable housing means that people can rent or buy a place to live at a reasonable cost.

Clean streets refers not only to the lack of trash on the sidewalk and roads, but also to the overall look and feel of a neighborhood. For example, a street might have plants along the sidewalk, trash cans for litter, etc.



10A In the neighborhood

PHOTO: SHUTTERSTOCK/STOCK PHOTO

**VOCABULARY** Qualities of a neighborhood

1. clean	2. affordable	3. heavy	4. friendly
5. low	6. green	7. reliable	8. vacant
9. buildings	10. crime rate	11. space	12. public transportation

**B** Which of the phrases above describe positive qualities of a neighborhood? Which describe negative qualities? Discuss with a partner. Are there any phrases you? **T** them, then choose, affordable housing, low crime rate, reliable public transportation, green space, low crime rate, friendly neighbors.

**C** Work with a partner. What are some other qualities of a good neighborhood? A bad neighborhood?

**T** them, a good neighborhood needs a lot of green space. A bad neighborhood needs a lot of crime.

**T** them, a good neighborhood needs a lot of green space. A bad neighborhood needs a lot of crime.

Green is often used to describe something that is environmentally friendly. In this case, a green space is a place with grass and trees and flowers, such as a park.

Low crime rate means there is not a lot of crime. The opposite is high crime rate.

Reliable public transportation refers to vehicles that don't break down, arrive late, have mechanical problems during the journey, or endanger passengers.

A vacant building is empty and unused.

**EXTENSION ACTIVITY** Ask students to discuss why neighborhoods need these positive qualities. Students work in pairs to write a list or make a mind map of the advantages of each positive quality.

Each unit develops appropriate language-learning goals supported by a carefully segmented TED Talk. The **unit opener** uses a compelling excerpt to introduce the main idea, engage learners, and encourage discussion.







Activities related to each part of the TED Talk reinforce vocabulary, assess comprehension, and develop listening and viewing skills.

Lesson C uses an authentic **TED Talk**, which is divided into shorter parts to enable learners to better understand and respond to a TED speaker's idea worth spreading.

10C

How to revive a neighborhood

LESSON OVERVIEW

**Aims:** Watch and understand a talk about a transformative change to a neighborhood; practice paraphrasing key points.

**Target Vocabulary:** abandoned, not ripe, locale

TED Talk Summary

Theater Gates shares how he realized that his artistic project could be applied to his community through renovating abandoned buildings. One renovated house turned into a project involving multiple buildings, and at the end, his neighborhood grew into a hub for cultural events on Chicago's South Side. Gates started with the intention of improving abandoned buildings into a beautiful space, and from this first step, he has been able to reshape the community that he lives in by creating positive, lasting change.

PREVIEWING

Read the paragraph about an student's real along. Have students work individually. Note that at this point in the lesson, students already have a lot of background information about Gates and his project. Check answers as a class. Ask students to also define the term "renovating."

VIEWING

A Have students preview the task. Point out that students should practice listening selectively to find the answer. Note that it is likely that all three points were problems in Gates's neighborhood, but he only mentions viewer's design.

10C Play Part 1 of the TED Talk. Check answers as a class.

10C

How to revive a neighborhood

TED TALKS

THEATER GATES decided to tackle his Chicago neighborhood's problem by renovating and repurposing abandoned buildings. He did this with spending in that an can be a home for social change, bringing new life to buildings, neighborhoods, and entire cities.

PREVIEWING

Read the paragraph above. Choose the correct meaning of each bold word. You will hear these words in the TED Talk.

- When you **revive** a problem, you **improve** it.
- To **revitalize** something means to **create a new life** for it.
- To **revitalize** something is to **bring it back to life**.

VIEWING

A Watch Part 1 of the TED Talk. What problem in his neighborhood does Gates talk about?

- High crime
- Abandoned buildings
- Not many jobs

B Watch Part 2 of the TED Talk. Put the words in the order they happened. One option is extra.

- Gates renovated his building.
- Gates bought other buildings.
- Gates got a new job to earn money.
- Gates began to renovate a lot of performance art.
- People started to renovate Gates's building.
- Gates used the building to stage exhibitions.

C Watch Part 3 of the TED Talk. Circle the correct option to complete each sentence.

- The first hard project was difficult because **it was not ripe** for the neighborhood.
- The first hard project was difficult because **it was not ripe** for the neighborhood.
- Gates is now **able to create a new life** for the neighborhood.

CRITICAL THINKING

A In general, look at the diagram from Gates's TED Talk. What does it show? Choose the correct option.

- Gates's speaker found difficulties.
- Gates's speaker grew in size.
- Gates's speaker's black spread.

VOCABULARY IN CONTEXT

10C Watch the words from the TED Talk. Choose the correct meaning of the words.

10C Watch the words from the TED Talk. Choose the correct meaning of the words.

PRESENTATION SKILLS

10C Watch the words from the TED Talk. Choose the correct meaning of the words.

10C Watch the words from the TED Talk. Choose the correct meaning of the words.

CONTENT NOTE

The problem of blight that Gates speaks about refers to the large number of abandoned and dilapidated buildings in inner cities. It is also referred to as urban blight or urban decay. Urban blight specifically refers to communities that have fallen into disrepair that were once thriving and functioning well. Urban blight is often a result of poverty and neglect. It can also be due to a population decline in a community. In the case of Gates's community, high crime rates and poverty were contributing factors.

VOCABULARY IN CONTEXT

10C Play the video. After each sentence is displayed on screen, pause the video and ask answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the information about an student's real along. Make sure students understand that paraphrase means to say something another way. Give students time to read the paragraph.

10C Play the video. Check answers as a class.

B Explain that each of the sentences contains a paraphrase.

10C Play the video. Check answers as a class. Make sure that students understand that speakers paraphrase to clarify what they are saying, as well as to emphasize.

C Have students review the language chart on page 63 in Lesson 8 before coming up with some suggestions individually. Then have them work in pairs to share suggestions with each other.

Tell students to think about community outreach programs that would be helpful for the whole community and to think of other types of gatherings that could benefit a whole community.

Vocabulary in Context sections guide learners to review excerpts from the TED Talk to identify the meaning of useful spoken expressions and idioms.

Using TED Speakers as models, Presentation Skills sections guide learners to watch and note best practices speakers use to deliver their ideas.

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A **communicative task** guides learners to collaborate in pairs and groups to discuss and think creatively about the theme and topic of the unit.

### 10D

#### A better neighborhood

**LESSON OVERVIEW**

**Aims:** Practice describing steps, evaluate problems and offer suggestions.

**COMMUNICATE**

**A** Read the instructions about. Make sure students understand that their job is to look at the map of the town and find places that need improvement. Tell them to study the map to identify the causes and think about solutions. If necessary, ask or explain the meaning of out.

**B** Divide the class into groups of three or four. Tell them to offer at least one solution. Explain that students should write notes and draw their changes on the map. Model the conversation with a volunteer. Point out how the speakers build on each other's ideas. Encourage groups to brainstorm together in a similar fashion. Draw students' attention to the box with expressions for **Describing steps**. Explain that describing steps is similar to describing a process, which students learned about in Unit 6.

**C CHALLENGE** Have all groups also consider the pros and cons of each solution when making their plans.

**C** Have students work in pairs to share their group's ideas. Tell them that each partner should take turns talking before the other responds. Ask pairs to compare the solutions that their groups came up with. What's the same? What's different?



### 10D A better neighborhood

**COMMUNICATING Planning neighborhood improvements. Answer only one.**

**A** Andy has some problems in one of his neighborhoods, and many of the residents are unhappy. The town council has asked the local government to plan some changes to make the problems. Turn to page 110, look at the map, and read about the problems.

**B** Work in a group. Brainstorm ideas together and choose the best suggestions to make a plan. Discuss the changes you want to make on the map.

**C CHALLENGE** Ask each group to make a plan. Discuss the changes that your group wants to make. Do you have any different ideas?

**C** Work with a member from another group. Explain the changes that your group wants to make. Do you have any different ideas?

**Describing steps**

First... Then... Next... Finally... In the end...

**CRITICAL THINKING Answer only one.**

**Personalizing** What problems does your neighborhood have? What suggestions would you like to offer for improvement? Share with your class how you would make these changes.

**CRITICAL THINKING**

Read the questions about as students read along. Have them work in pairs. Tell students to evaluate their neighborhood. Ask them to think of certain qualities that can be improved. Then offer suggestions and describe process of changes. In the end, ask pairs to share their ideas with the class.

Learners communicate their own opinions about the main idea in a **critical thinking task**.

Located after every three units, **Presentation** units review the presentation skills presented in the previous units and guide learners to apply those skills as they create and deliver their own presentations.

Using prompts and relevant language, learners create their own short presentations.

When delivering their own presentations, learners integrate the presentation skills presented in the previous units and give constructive feedback on their peers' presentations.

### YOUR TURN

**A** Explain that asking and answering questions about your topic is a useful technique for planning content. Tell students that they can use the answers as their notes for the speech, or they can write key phrases like the speaker did in Presentation 1. Remind students that they can write their notes like the outline on page 52 or make a word web.

If necessary, give students 5-10 minutes to research a gadget or a piece of technology online and gather all the necessary information. Point out that it is better for students to talk about something they have tried before because they can also explain how to use it and give a review.

**B** Read about the useful phrases as students repeat. Give students more time to adjust their notes and decide what language they want to use in their presentation.

Point out that the questions in **A** provide a logical flow of information for students to present about their gadgets or pieces of technology. Remind students of the gadgets that they wrote about in Unit 5. Tell them to talk about both good and bad points, and then offer an opinion.

**C** Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**.

Remind students that they learned useful language for being both speaker and audience members in **Lesson D** of each unit. Review the language.

**For Speakers:**

Adding extra information and ... Also, ... What's more, ... In addition ...

**Conversation (Use Word Web ...)**

Let's see ... Hmm ...

Inviting opinions: What do you think? What's your opinion? Do you agree?

### YOUR TURN Answer only one.

**A** This is an activity to do and give a short presentation to a partner introducing a new piece of technology. It could be an app, a gadget, or a video game. Use some of the questions below to make your notes.

What is it?

How does it work?

What are the good points about it?

What are the bad points about it?

Would you recommend it to a friend? Why or why not?

**B** Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

**Useful phrases**

**Describing how something works**

**Highlighting words to describe people**

**Describing experiences**

**C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills you learned in the previous units. Check if you need and use the phrases in the box below.

**The speaker:**

- introduce himself/herself
- use effective body language
- introduce his/her topic
- involve the audience
- involve the audience

**D** Give your partner some feedback on their talk. Include two things you liked, and one thing he or she can improve.

**For Listeners:**

Showing interest: Really? Yeah? Wow! Cool! That's great! Asking for clarification: Can you repeat that please? Sorry, what did you say? Can you say that again? Responding to ideas: Cool idea! That's a great idea! Interesting! Tell me more.

**D** Explain that when offering feedback after hearing a presentation, it's good to start with a short phrase of praise. Introduce some simple phrases for students to praise each other. Use the phrases in the box below.

**For Speakers:**

Great job! You did really well! That was great! That was interesting! Explain that after giving praise, students should next offer some positive feedback, just like the speaker in the example above (their body language was good, and you involved the audience), and then offer any points that need to be improved (but you forgot to thank the audience at the end).

**C CHALLENGE** Have students give their presentations to the entire class.

### Presentation 2 Presenting a favorite piece of technology

**MODEL PRESENTATION**

**A** Complete the transcript of the presentation using the words in the box.

after watch quickly experience fun health talk talk

I'd like to \_\_\_\_\_ to you about a new piece of technology. I think it's really \_\_\_\_\_ for you. You have used it for years. Well, I bought one about a month ago, and now I love it.

First, I'd like to \_\_\_\_\_ you about the good points. I use it every day. \_\_\_\_\_ video games. It makes the games much more \_\_\_\_\_ than the old ones. It's really \_\_\_\_\_ and it's really fun to play. I think it's really \_\_\_\_\_.

There are some bad points, though. You can use it for a long time, but it's not very \_\_\_\_\_ for you. It's a bit expensive. I think it's a bit expensive for a long time. I think it's a bit expensive.

So, would I recommend it to a friend? Well, yes, I think it's best to wait for the price to come down and for the technology to improve. But I think it's worth trying.

Thank you very much.

**C CHALLENGE** Watch the presentation and check your answers.

Check if each skill used and use the presentation again.

**The speaker:**

- introduce himself
- use effective body language
- introduce his topic
- involve the audience
- involve the audience

**Presentation 2 61**

**B** **EXERCISE** Play the video to check answers.

**C** Have students preview the task. Play the video again. Check answers as a class.

As a quick reminder, check the presentation skills from Units 1-4:

1. introducing yourself
2. using effective body language
3. involving the audience
4. introducing a topic
5. using gestures
6. involving the audience

Check the language that the speaker uses to introduce the topic. Do you like to talk to you about ...

Check techniques the speaker uses to involve the audience, asking a question and answering it.

Point out that the speaker does not introduce himself. Remind students that it is not always necessary to introduce yourself, especially when you are speaking to a group that already knows you. Check the language that the speaker uses to thank the audience. (Thank you very much.)

Review the presentation skills from Units 1-4 in more detail. List all expressions or techniques used for each skill.

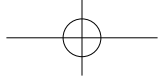
Introducing a topic: I'm going to discuss ... I want to show you ... I want to tell you about ... I'd like to share with you ... I'd like to give a demonstration of ...

Using gestures: Keep your hands relaxed; make gestures large enough for your audience to see; use gestures to make words and ideas easier to understand.

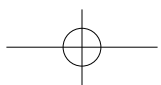
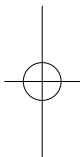
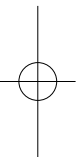
Involving your audience: Ask them to participate in an activity, teach them how to do something, find out about them, ask and/or answer questions.

A **model presentation** gives students a model to consolidate language and presentation skills from preceding units.





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# 1 Passions



Sleepy Man Banjo Boys  
Bluegrass musicians, TED speakers

“We discovered bluegrass a few years ago, and we fell in love with it.”

## UNIT GOALS

### In this unit, you will ...

- talk about likes and interests.
- watch a TED Talk about the joy of performing music.
- introduce yourself and the music you like.

## WARM UP



▶ 1.1 Watch part of Sleepy Man Banjo Boys' TED Talk. Answer the questions with a partner.

- 1 Do you like the boys' music? Why or why not?  
*Answers will vary*
- 2 Who's your favorite musician?  
*Answers will vary*

1

## UNIT GOALS

The unit focuses on likes and interests and the topic of music and movies. Students will talk and watch people who are doing what they love, and practice talking about their own passions and interests. By the end of the unit, students will be able to use the simple present tense to talk about their favorite movies, music genres, and other interests.

## TED Speaker

Sleepy Man Banjo Boys are three young brothers who have gained popularity for their bluegrass music.

## TED Talk Summary

Sleepy Man Banjo Boys delight the audience by exhibiting great skill and a passion for a traditional form of American music.

## Idea Worth Spreading

Making music and following your passion bring equal joy to musicians and their listeners.

# 1

## Passions

## WARM UP

Have students look over the picture, caption, and quote. Read the quote aloud. Elicit or review the meaning of *discover*. See **Language Note** below.

## Language Note

*To discover something* means to find it for the first time. It also means that you become aware of it or just realized you like it.

▶ 1.1 Play the video.

For question 1, tell them to give reasons for their opinions. For support, write on the board:

*I like it. I think it's  
exciting / cool / upbeat / etc.  
I don't like it. I think it's too  
fast / loud / etc.*

For question 2, tell students to share the name of their favorite musician (or band) and give a reason.  
Write on the board:

*My favorite musician is ...  
I like the band ...*

## Content Note

Bluegrass is an American music genre that is considered a traditional form of country music. It was popularized in the 1930s by Bill Monroe and the Blue Grass Boys, which is where the genre takes its name.

➡ **EXTENSION ACTIVITY** Ask students to show each other short clips online of their favorite musicians or bands. Have them work in pairs and share their opinions of their partner's favorite musician or band.



1A

Do you like country music?

LESSON OVERVIEW

**Aims:** Learn nouns for music and movie genres; listen to a musician talking about his love of music; practice talking about music and movies.

**Target Vocabulary:** action, classical, country, horror, jazz, rock, romantic comedy, science fiction

VOCABULARY

**A** Point out the two categories: **Types of music** and **Types of movies**. Have students work individually to fill in the chart.

**B** Have students work in pairs. Elicit answers. Write all the music and movie genres on the board. Possibilities include:

**Types of music:** *pop, hip-hop, electronica, heavy metal, blues, rap, folk*

**Types of movies:** *thriller, animation, drama, western, fantasy*

**C** Have students work in pairs. Model the conversation with a volunteer.

Point out that when talking about movies, we usually use the plural (*I like thrillers*), except in the case of *animation* and *science fiction*. Explain that for music genres, the noun stays singular (*I like pop / hip-hop / country*).

**★ CHALLENGE** Tell students to give a reason to support their answers. For example, *I like westerns because I like cowboys*.

**➡ EXTENSION ACTIVITY** Have students move around the room asking each other questions about movies and music until they find someone with similar interests. When students find a partner with the same interests, tell them to have a more detailed conversation.



1A Do you like country music?

VOCABULARY Music and movie genres

**A** Complete the chart below using the words in the box.

action	classical	country/folk	horror
jazz	rock	romantic comedy	science fiction

Types of music	Types of movies
classical, country / folk, jazz, rock	action, horror, romantic comedy, science fiction

**B** Work with a partner. Add two more words to each column. *Answers will vary*

**C** Work with a partner. What types of music and movies do you like? *Answers will vary*

I like romantic comedies.  
How about you?

I like action movies.

2

LISTENING

Read **Previewing a task** aloud as students read along. Explain that students should always quickly read over questions before listening to know what information to listen for.

**A** Tell students that they are going to listen to a musician talking about his passion for music. Give students time to preview the task.

▶ **1.2** Play the video.

**B** Give students time to preview the task.

▶ **1.2** Play the video again to check answers to **A** and **B** as a class.

Language Note

*Folk music* is a term used to describe traditional or rustic (乡村的) music which varies depending on the country and culture.

The *mandolin* is a guitar-like instrument that is common in folk music.

## LISTENING My passion for music

### Previewing a task

Before you listen, look carefully at the task. Read all the words and ask yourself, "What am I listening for?" Think about possible words you may hear.



- A** ▶ **1.2** Philip Jones is a musician. Watch the video and check [✓] the musical instruments he owns.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> bass guitar (低音电吉他)    | <input type="checkbox"/> banjo (班卓琴)                      |
| <input checked="" type="checkbox"/> acoustic guitar (原声吉他) | <input checked="" type="checkbox"/> mandolin (曼陀林)        |
| <input checked="" type="checkbox"/> ukulele (尤克里里)         | <input checked="" type="checkbox"/> electric guitar (电吉他) |

- B** ▶ **1.2** Watch the video again. Complete the sentences.

- "I love listening to music, but I also like writing and recording my own songs."
- "I'm a member of an Irish folk band."

### C CRITICAL THINKING

**Personalizing** Do you like the music that Philip Jones's band plays? Discuss with a partner.

Answers will vary



Musician Philip Jones performs live.

## SPEAKING Talking about favorites



- A** ▶ **1.3** Underline the stressed syllables in the words in **bold**. Then listen and check your answers.

A: Oh, listen! This is my **favorite** piece of **music**!

B: Really? Who's the **composer**?

A: Bach. I love his **music**. like his music a lot / really like his music

B: Yeah? I don't know him very well.

A: Oh, I think his music is amazing. incredible / wonderful

B: Yeah? I don't like **classical** music so much. that much / very much

A: **Really**? So what **kind of** music do you like? sort of / type of

B: **Anything** really. My favorite singer is Bruno Mars.

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** Write one favorite for each category. Work in a group. Share your ideas. Answers will vary

- |                 |                |
|-----------------|----------------|
| 1 singer: _____ | 3 actor: _____ |
| 2 song: _____   | 4 movie: _____ |

My favorite singer is Taylor Swift.

Really? What's your favorite song?

3

## SPEAKING

- A** Have students work individually. Then have them discuss answers in pairs before playing the audio.

- ▶ **1.3** Play the audio. Check answers as a class. Explain the difference between stressed and unstressed syllables.

*Stressed syllables are pronounced slightly louder, for a slightly longer duration, and at a slightly higher pitch than unstressed syllables.*

Ask students to try to pronounce the words below:

REsent / preSENT  
ICE cream / i SCREAM  
DIScus / disCUSS

- B** Model the conversation aloud with a student. Then have students work in pairs. Make sure they alternate between A and B roles.

Have them practice again using the words on the right.

- ➕ **SUPPORT** Play the audio again, pausing so students can repeat.

- C** Have students work individually to write their answers before dividing them into groups of three or four. Point out that the singer and song in their answers should be related, as well as the actor and movie.

Model the conversation aloud with a student. Elicit other possible reactions. Write them on the board. Suggestions include:

*Oh, me too! What's your favorite song?*

*I don't know her. What's your favorite song?*

*I've heard of her. What's your favorite song?*

- ➕ **SUPPORT** Remind students that they can use the conversation in **A**, as well as the language from the lesson, to support their discussions.

- C CRITICAL THINKING** If necessary, play the final 30 seconds of video again so students can hear the clip of Philip Jones's band. Ask them to give reasons to support their opinions.

- ➕ **SUPPORT** Write some useful phrases on the board to support the discussion:

*I love rock. My favorite band is Thirty Seconds to Mars.*

*I don't like folk, but I like jazz.*

*My favorite singer is Billie Holiday.*

*I like K-pop. My favorite band is Girls' Generation.*



# 1B

## What's your favorite?

### LESSON OVERVIEW

**Aims:** Understand an infographic about musical interests; use simple present tense; ask and answer questions about likes and interests.

**Infographic Summary:** Students can see how much people typically spend on each music genre for seven different age groups.

### LANGUAGE FOCUS

**A** Have students read the infographic.

Ask students to raise their hands if the information in the infographic is accurate for their individual age groups and personal tastes.

**B** Have students read over the conversation to see if they can fill in the blanks with appropriate words or expressions.

**1.4** Play the audio. Check answers as a class. Ask student to share what their grandparents or older relatives' favorite types of music are.

**C** Have students read over the questions and choices individually before playing the audio.

**1.5** Play the audio and check answers as a class.

Ask students if anyone has heard of the didgeridoo or seen a performance and to share their impressions with the class. For more about the didgeridoo, see **Content Note** on the right.

# 1B

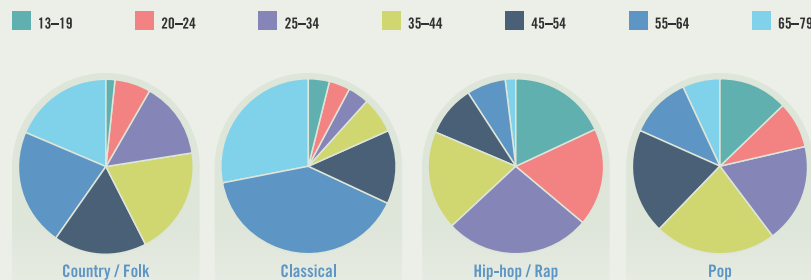
## What's your favorite?

### LANGUAGE FOCUS Discussing favorites

**A** Read the information below. Which age group likes each type of music the most?  
Country / Folk: 55-64; Classical: 55-64; Hip-hop / Rap: 25-34; Pop: 35-44

### MUSIC POPULARITY FROM YOUNG TO OLD

The data shows the percentage spending on music by different age groups in the United Kingdom. For example, hip-hop/rap is most popular with people aged 25-34. Most people who like classical music are over 55.



**B 1.4** Two people are talking about the information above. Watch and fill in the blanks with the information you hear.

A: Hey, this chart is pretty <sup>1</sup> interesting. Look.

B: Yeah? What does it show?

A: Well, it shows how <sup>2</sup> popular different types of music are with different age groups. Look, you can see that classical music is popular with people over 55.

B: Well, my grandmother's a bit different. She doesn't like classical music <sup>3</sup> at all. She <sup>4</sup> loves pop.

A: Pop? Really?

B: Yeah. Her <sup>5</sup> favorite band is One Direction.

A: Wow! That's <sup>6</sup> cool. Well, what kind of music do you like? You're 20. The chart <sup>7</sup> says rap and hip-hop are popular with your age group.

B: Well, that's kind of right. I like rap and hip-hop. But I <sup>8</sup> really love pop. I guess I'm similar to my grandmother.



**C 1.5** Listen to an introduction to Tyler Spencer, who has an unusual hobby. Choose the best answer to each question.

1 What instrument does Tyler like to play?

a An instrument he bought from Australia.

4

### Content Note

The didgeridoo is an ancient instrument used by the Aboriginal people of Australia. Over the last few decades, the instrument has gained worldwide popularity with folk musicians, such as Tyler Spencer. The wind instrument makes a deep, rolling sound. It is made from wood and has a long, cylindrical (圆柱形的) shape as seen in the picture.

- b An instrument made by his friend.
  - c An Australian traditional instrument.
  - d An American traditional instrument.
- 2 Why does Tyler like Oregon's InDidjInUs festival?
- a He can meet people who are good at making didgeridoos.
  - b He can meet people with the same interest.
  - c He can meet people who love music.
  - d He can meet people from different countries.

SPEAKING I like hip-hop a lot.

- A Study the language in the chart. Pay attention to the use of **simple present**.

Talking about likes and interests			
What's your favorite movie?	My favorite movie <b>is</b> <i>Transformers</i> .		
Who <b>are</b> your favorite actors?	My favorite actors <b>are</b> Matt Damon and Will Smith.		
Do you <b>like</b> K-pop?	Yes, <b>I do</b> . / No, <b>I don't</b> . I like country music.		
Does he <b>like</b> R&B?	Yes, <b>he does</b> . / No, <b>he doesn't</b> . He likes jazz.		
What kind of music <b>do</b> you <b>like</b> ?	I	love	hip-hop.
		really like	
		like hip-hop	a lot.
What kind of music <b>don't</b> you <b>like</b> ?	I	don't like	pop at all.
			very much.
		hate	pop.

For more information on **simple present**, see Grammar Summary 1 on page 124.

- B Write two things you like and one thing you don't like for each category. **Answers will vary**

Types of music	Singer or group	Types of movies

- C Listen to your partner's three things. Guess which one your partner doesn't like. Try to use **simple present** in your conversation.

- I'll go first: K-pop, rock, and hip-hop.
- I think you like K-pop and hip-hop. You don't like rock.
- You're wrong. I don't like K-pop at all. I love rock.

5



- B Ask students to look over the chart. Point out that they should write answers for three different types of music and three different types of movies, including one type that they don't like.

- C Model the conversation with a student. Explain that for each category, students should read the three items from the table in a random order. Their partners must guess which one of the three they don't like.

- ➡ **EXTENSION ACTIVITY** Have students take a survey of what kind of music their classmates spend money on. Then have students work in pairs to make an infographic (similar to the one on page 4) about the types of music the class prefers. Have each pair share their infographic with the class.

SPEAKING

Have students work in pairs. Make sure they are working with a different partner than in the **Speaking** activity for **Lesson A**.

- A Have students read over the **Language Chart**. Tell them to pay attention to both answer options for each question.

Review the difference between *What do you like* and *What don't you like*. Note that students are often confused about how to respond to the latter. See **Language Note**. Direct students to page 124 for additional grammar information.

Language Note

Note that all the language in the chart is in the present simple tense. Each question offers an option of how to ask about likes and interests. Remind students that *what* is used for things, and *who* is used for people. However, *what* can be used with the noun *band*. (*What's your favorite band?*)

Make sure students understand that *What kind of music don't you like?* is asking for a negative opinion. The word *hate* is used when the negative feeling is strong. Additional negative responses that are not as strong are *I'm not into ...*; *I don't really like ...*; *I don't love ...*



1C

# Bluegrass from New Jersey

## LESSON OVERVIEW

**Aims:** Watch and understand a performance and short talk; observe speakers introducing themselves.

**Target Vocabulary:** capital, joy, state, world

**TED Talk Summary:** Musicians and brothers Tommy, Jonny, and Robbie demonstrate their exceptional musical skills as they play bluegrass for the TED audience. What's surprising about the talent and passion of these three boys is that they're playing a form of folk music not usually popular with young people. Coming from New Jersey, these boys did not grow up listening to bluegrass, yet they still connected to the music and are now giving it new life for a new generation.

## PREVIEWING

Read the paragraph aloud as students read along. Remind them that they saw the preview video of the Sleepy Man Banjo Boys in the **Warm Up**. Check answers as a class. Note that students are asked to talk about the quote "the bluegrass capital of the world" in **Critical Thinking**, so don't draw their attention to it until later.

## VIEWING

**A** ▶ **1.6** Play Part 1 of the TED Talk. Check answers as a class. Have students read the names and instruments.

Elicit which brother makes the band's introduction. (Robbie) Point out that when introducing his brothers, Robbie first says what instrument each plays. For example, "On banjo is 10-year-old Jonny."

**B** Ask students to introduce the brothers to a partner. Read aloud the model introduction.

1C

# Bluegrass from New Jersey

## TED TALKS

SLEEPY MAN BANJO BOYS are from the U.S. **state** of New Jersey—what they jokingly call "the bluegrass **capital** of the **world**." These young brothers were inspired to teach themselves a new kind of music and share it with the world. Their idea worth spreading is that making music brings equal **joy** to the musicians and the listeners.



## PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- |                              |  |
|------------------------------|--|
| 1 planet Earth: <u>world</u> | 3 main place for an activity: <u>capital</u> |
| 2 happiness: <u>joy</u>      | 4 a region of a country: <u>state</u>        |

## VIEWING



**A** ▶ **1.6** Watch the TED Talk. Match each name to the correct age and instrument.

- |      |        |        |
|------|--------|--------|
| 1 10 | Tommy  | fiddle |
| 2 14 | Jonny  | banjo  |
| 3 15 | Robbie | guitar |

**B** Look at the picture on page 7. Tell your partner about each person. *Answers will vary*

This is Tommy. He's 15, and he plays guitar.

**C** ▶ **1.6** Watch the TED Talk again. How did the band get its name?

- When Jonny started to play the banjo, he was very little and often fell asleep.
- When the boys first started playing bluegrass, the music made them feel sleepy.
- When Jonny first started to play the banjo, it looked like he was sleeping.

## D CRITICAL THINKING

**Inference** Why does the audience laugh after Tommy says, "We're three brothers from New Jersey—you know, the bluegrass capital of the world"?

- It's unusual for brothers to play bluegrass.
- New Jersey is not at all famous for bluegrass.
- Bluegrass is popular in the United States but not the rest of the world.

Model the example. Point out that in introductions, we usually give a name first, then essential information (such as age), then something interesting.

**+ SUPPORT** Write a sample introduction on the board:

*This is Jonny. He is 10 years old. He plays the banjo.*

**C** Have students preview the task.

▶ **1.6** Play the TED Talk again. Check the answer as a class.

**D CRITICAL THINKING** Read the question aloud. Check the answer as a class.

Students should understand that the phrase is used as a joke. Explain that New Jersey is *not* the bluegrass capital at all, which is why it is funny that New Jersey is described in this way. See **Language Note** on the right.

VOCABULARY IN CONTEXT



- ▶ 1.7 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.  
1.c 2.a 3.b 4.a

PRESENTATION SKILLS **Introducing yourself**

When you present, it's sometimes a good idea to introduce yourself. You can give your name and some additional information about your interest in the topic. You can introduce yourself informally or formally.

**Informally**  
I'm ...

**Formally**  
I'd like to introduce myself. My name is ...



- A ▶ 1.8 Watch Robbie introduce the band. Complete the sentence.  
"I'm just going to take a second to introduce the band."
- B ▶ 1.8 Watch again. After he gives his name, what other information does he include?  
his age and the instrument he plays
- C Work in a group. Complete the information about yourself. Introduce yourself in your group. **Answers will vary**
- Name: \_\_\_\_\_ Where from: \_\_\_\_\_ Age: \_\_\_\_\_  
Major: \_\_\_\_\_ Your passion: \_\_\_\_\_



Language Note

A *capital* is usually a city where government buildings are. When a place is referred to as the (*noun*) *capital of the world*, it usually means that place is well-known for that thing.

VOCABULARY IN CONTEXT

- ▶ 1.7 Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

- A Read the information aloud as students read along.
- ▶ 1.8 Play the video and check the answer as a class.

TED TALKS

- B Ask students to check the language he uses.

▶ 1.8 Play the video. Elicit the language that Robbie uses to introduce himself only. Write it on the board. (*And I'm Robbie, and I'm 14, and I play the fiddle.*)

- C Divide students into small groups to practice giving both informal and formal introductions.

Remind them to give essential information first, then extra information in the same style as Robbie. Walk around and give suggestions when necessary.

If time permits, give students some situations and have them tell whether a formal or informal introduction is better. See **Content Note** below.

Content Note

Robbie introduces all three band members. Explain that in a group presentation, this is often the case as one person does most of the talking.

Some examples of formal and informal introductions include:

**Formal:** job interview, meeting new work colleagues, making a presentation, etc.

**Informal:** meeting a friend for the first time, meeting someone while shopping, etc.

- + **EXTENSION ACTIVITY** Have each group member practice introducing their group to the class.

1D

Class favorites

LESSON OVERVIEW

**Aims:** Take and give a survey; practice showing interest; introduce personal interests.

COMMUNICATING

**A** Read the list in the chart aloud. Point out that there are all types of interests. Give students time to add one category. Suggestions include *books, pop singers, animation, electronica, comic books, etc.*

**★ CHALLENGE** Have students add two or three original topics.

**B** Tell students to find a different person for each topic on the chart. Tell them to ask at least one follow-up question, but encourage them to ask more to learn more about their classmates.

**+ SUPPORT** Write the model conversation on the board for students to practice with a partner.

A: Do you like music?  
B: Yes.  
A: Who is your favorite female singer?  
B: I love Beyoncé.

**C** Divide the class into small groups. Read the phrases for **Showing interest** aloud and have students repeat. Ask each group member to react to what they hear. Elicit some additional reactions. Suggestions include: *Wow, I had no idea.*

Have each group share one thing that they agreed was surprising.

CRITICAL THINKING

Read the questions aloud as students read along. If necessary, let students briefly do some online research to learn more about traditional instruments from China.

Have students discuss in groups. If possible, have students show pictures of the instruments. Write some useful

1D Class favorites

COMMUNICATING Getting to know you Answers will vary

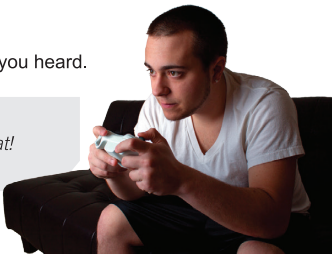
**A** Look at the chart below. Add one more category to the list.

Find someone who likes ...	Name	Favorite
romantic comedies		
songs in English		
video games		
rap music		
foreign movies		
K-pop		
horror movies		

**B** Walk around the classroom. Find someone who likes each thing. Write his or her name and then ask a follow-up question to find out his or her favorite.

**C** Work in a group. Share interesting or surprising information you heard.

**Showing interest**  
Really? Yeah? Wow! Cool! That's great!  
No way! That's amazing. How cool. Me too!



CRITICAL THINKING

**Personalizing** What kinds of traditional music come from your hometown? What is your favorite traditional Chinese instrument? Discuss these with the class.

phrases on the board:

*This is called a (instrument name).*  
*It's from (country name).*  
*It sounds like ...*

+ SUPPORT

piano 钢琴  
organ 管风琴  
violin 小提琴  
viola 中提琴  
cello 大提琴  
harp 竖琴  
Chinese lute 琵琶

flute 横笛  
harmonica 口琴  
accordion 手风琴  
trumpet 小号  
drum 鼓  
bagpipes 风笛

**➡ EXTENSION ACTIVITY** Have groups make a poster about a folk instrument. Ask students to include pictures and information, as well as the type of music it's typically used to play.





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## 2 Spending Habits




Jessi Arrington  
Designer, TED speaker

“I’m outfit-obsessed. I love finding, wearing, and more recently, photographing and blogging a different, colorful, crazy outfit for every single occasion. But I don’t buy anything new.”

## 2 Spending Habits

### WARM UP

Have students look over the picture, caption, and quote on the page.

 **2.1** Play the preview clip of the TED Talk.

Read the quote aloud. Elicit or review the meaning of unknown words.

For question 1, note that students won’t find *outfit-obsessed* in the dictionary. Explain the word by breaking it down.


### Language Note

A *public confession* is made to announce a wrongdoing to a large audience. Arrington’s public confession is instead light and humorous: she tells everyone that she is crazy about shopping.

To be *outfit-obsessed* means that she is always thinking about clothes and looking for new clothes.

For question 2, ask students to give reasons for their guesses. Make sure they understand that Arrington does not buy anything new. Possibilities include: *charity shops*, *hand-me-downs*, *garage sales*, and *vintage boutiques*. Elicit ideas from pairs.

To check answers, elicit a class discussion. If time permits, ask students to comment on whether they are outfit-obsessed or not.

 **EXTENSION ACTIVITY** Have students plan their outfits for the next three days. Point out that it’s okay to reuse items of clothing, but they should not repeat outfits. Have students share their plans with a partner.


### UNIT GOALS

In this unit, you will ...

- talk about money and spending.
- watch a TED Talk about an unusual fashion style.
- learn to discuss spending habits and the ways to be more environmentally friendly.

### WARM UP



 **2.1** Watch part of Jessi Arrington’s TED Talk. Answer the questions with a partner.

- 1 What do you think “outfit-obsessed” means?  
*Answers will vary*
- 2 Where do you think Jessi gets her clothes?  
*Answers will vary*

9

### UNIT GOALS

The unit focuses on money and spending, and the challenge of becoming more environmentally friendly in your shopping choices. Students will learn about spending habits and discuss ways to be more environmentally friendly. They will use the present simple tense and adverbs of frequency to discuss their habits and routines. Students will evaluate their own habits and encourage each other to make positive changes to become green shoppers.

### TED Speaker

Jessi Arrington is a designer and the cofounder of WORKSHOP in New York. She is known for blogging about her unique sense of colorful fashion.

### TED Talk Summary

Jessi Arrington shares how secondhand shopping lets her pay almost nothing for her wardrobe and stay true to her creative sense of personal style.

### Idea Worth Spreading

Secondhand shopping reduces environmental impact, saves money, and still allows for creativity and self-expression.



# 2A

## What do you like to buy?

### LESSON OVERVIEW

**Aims:** Learn nouns for things we spend money on; listen to people talk about what they buy; practice talking about shopping.

**Target Vocabulary:** bus pass, camera, coffee, concert, haircut, shirt

### VOCABULARY

**A** Remind students that a *word web* helps show the relationship between words and ideas. Explain that it is a useful way to organize vocabulary. Make sure students understand that the main topic is in the middle and that each branch is a subtopic related to it.

Elicit a sample sentence for each word. Make sure students understand that a *bus pass* refers to a commuter card that is used instead of a single ticket.

★ **CHALLENGE** Elicit additional words for each category in the word web.

**B** Read the instruction line aloud. Elicit or explain the meaning of *secondhand*. Ask students to raise their hands if they've ever bought or received anything secondhand.

Have students work in pairs. Tell them to talk about each item in the word web and decide whether one can buy it secondhand.

Check answers as a class. Note that generally only nonperishable (不易损坏的) items can be bought secondhand.

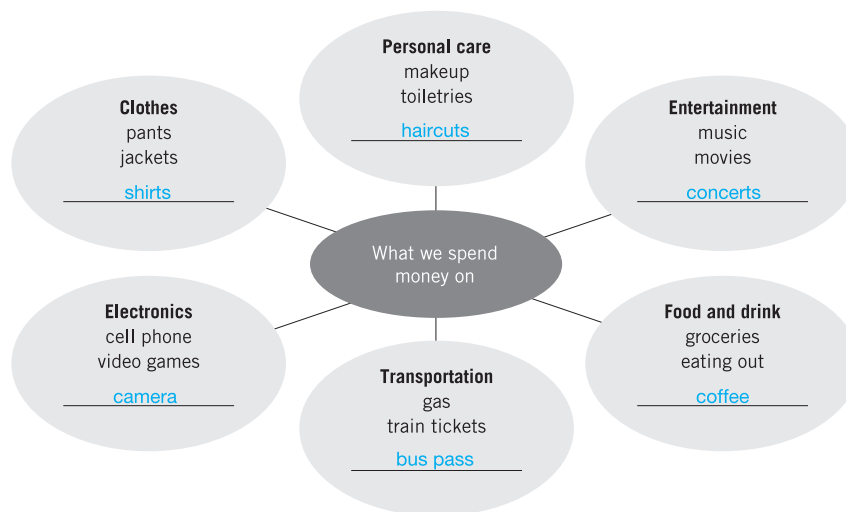


## 2A What do you like to buy?

### VOCABULARY Spending money

**A** Complete the word web below using the words in the box.

bus pass camera coffee concerts haircuts shirts



**B** Work with a partner. Which of the things in the word web can you buy secondhand? Answers will vary

You can buy video games secondhand.

Right. And you can buy cameras secondhand, too.

10

### Language Note

*Secondhand shopping* refers to buying used items. The adjective *secondhand* describes something used by someone else: *I got some secondhand shirts from my sister.* Synonyms include *hand-me-down*, *cast-off*, *used*.

Note that *spending habits* might be a helpful term to introduce to students at the beginning of the lesson.

The verb phrase *eat out* refers to going out to a restaurant.

### LISTENING

**A** Read **Listening for negation** aloud as students read along. Explain that when comparing interests, speakers often simply use *don't* to offer a negation. For example, *My sister likes ice cream, but I don't.*

Have students preview the task. Explain that they will hear some negations, too.

▶ **2.2** Play the video. Point out that students can check more than one thing.

## LISTENING How I spend my money

### Listening for negation

When listening, it's important to be able to identify negation. Speakers often use contractions such as:  
*don't/doesn't isn't/aren't can't*



- A** ▶ **2.2** Stella Hekker is a student. Watch and check [✓] the things that she spends a lot of money on.

- ☐ car ☒ concerts  
☒ eating out ☐ clothes  
☐ makeup ☐ cell phone

- B** ▶ **2.2** Watch again. What does Stella say her friends spend a lot of money on? How is Stella different from her friends? Discuss with a partner.  
*cell phones; Stella doesn't use her phone much*

### C CRITICAL THINKING

**Comparing** How are you and Stella similar? How are you different? Discuss with a partner.  
*Answers will vary*



Student Stella Hekker

## SPEAKING Talking about shops



- A** ▶ **2.3** Listening to the recording. Notice the intonation of questions—the way each speaker's voice rises or falls. Draw at the end of each question an upward arrow (↗) to show the rising intonation or a downward arrow (↘) to show the falling intonation. Then listen again to check your answers.

A: Do you want to go shopping after class? ↗

B: *Sure*. Where do you want to go? ↘ *OK / Yeah*

A: Well, I *usually* go to Market Street. They have *often / sometimes* some great designer shops there.

B: Oh. Do you ever go to City Mall? ↗

A: *No, never*. Why? ↘ *Hardly ever / Rarely*

B: There's a great secondhand clothes store there. I go *every week*. *once a week / twice a month*

A: OK, good idea! To be honest, I need to start saving more money.

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** Write the names of three places where you shop. *Answers will vary*

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

Work with a partner. Ask each other about where you shop. *Answers will vary*

Where do you like to shop?

I sometimes shop at the mall.

Yeah? Why do you like it?

11

- B** ▶ **2.2** Play the video again.

Check answers as a class. Elicit the sentence from the video that shows how Stella is different from her friends:  
*Some of my friends spend quite a lot on their cell phones—but I don't.*

- C CRITICAL THINKING** Ask students to talk about their similarities to and differences from Stella. Tell them to practice using negation. Write phrases on the board to support the discussion:

*Stella and I both like buying ...*

*I don't spend my money on ...  
 Stella likes (going to concerts), but I don't.*

- ➔ **EXTENSION ACTIVITY** Divide the class into two teams: *Like Stella* and *Not Like Stella*. Ask students to choose one team. Then ask each student to give one reason why he or she is or isn't like Stella.

## SPEAKING

- A** Have students work individually. Then have them discuss answers in pairs.

- ▶ **2.3** Play the audio. Check answers as a class. Explain the difference between rising and falling intonations.

## Falling Intonation

The most common intonation in English is the unemphatic falling intonation. We can use it to make statements, to give commands, or to make exclamations. You can also hear falling intonation in the first part of a tag question, e.g., *John didn't eat the last sandwich, did he?*, and in the last option of an alternative question, e.g., *Would you like coffee, or tea, or water?*

## Rising Intonation

The rising intonation can be used to express various emotions, such as incompleteness, surprise, doubt, hesitation, interest, politeness, readiness to continue the conversation, lack of confidence, and insecurity. We can also use it to make requests and give suggestions. You can hear it used in general questions, in introductory phrases, in the first option(s) of alternative questions, in the second part of tag questions, and when enumerating items in a list.

- B** Model the conversation aloud with a student. Have students work in pairs to practice the conversation. Make sure they alternate between A and B and practice again using the words on the right.

- C** Have students work individually to write the names of places they like to shop. Elicit a list of adverbs of frequency (covered in the language chart on page 13). Write them on the board in order from most to least: *always, usually, often, sometimes, occasionally, hardly ever, rarely.*

Model the conversation in the textbook with a volunteer. Give students three minutes to discuss.

- ➕ **SUPPORT** Elicit or introduce opening questions for the conversation. Write them on the board:

*Where do you usually shop?  
 Where do you like to go shopping?  
 What's your favorite place to shop?  
 Do you ever go to ... ?*



## 2B

# Do you ever shop online?

### LESSON OVERVIEW

**Aims:** Understand an infographic about spending habits; talk about habits and routines; use *Do you ever ... ?*

**Infographic Summary:** A survey of American students shows that most of their money is spent on clothes.

### LANGUAGE FOCUS

**A** Have students read the infographic.

Ask them whether the information is surprising. Have them share what they spend the majority of their money on.

★ **CHALLENGE** Ask students to predict the top categories U.S. students spend money on. Then have them open their books to check.

**B** Have students read over the conversation to see if they can fill in the blanks with appropriate words or expressions.

▶ **2.4** Play the audio. Check answers as a class. Elicit the language that each speaker uses to react to what the other is saying: *Really? Yeah. Hmm. Wow!* Note that the conversation also provides examples of frequency expressions: *every weekend, hardly ever, every week.*

**C** Have students read over the questions and choices individually before playing the audio.

▶ **2.5** Play the audio. Check answers as a class. Point out that the two questions are about the important details of the conversation.

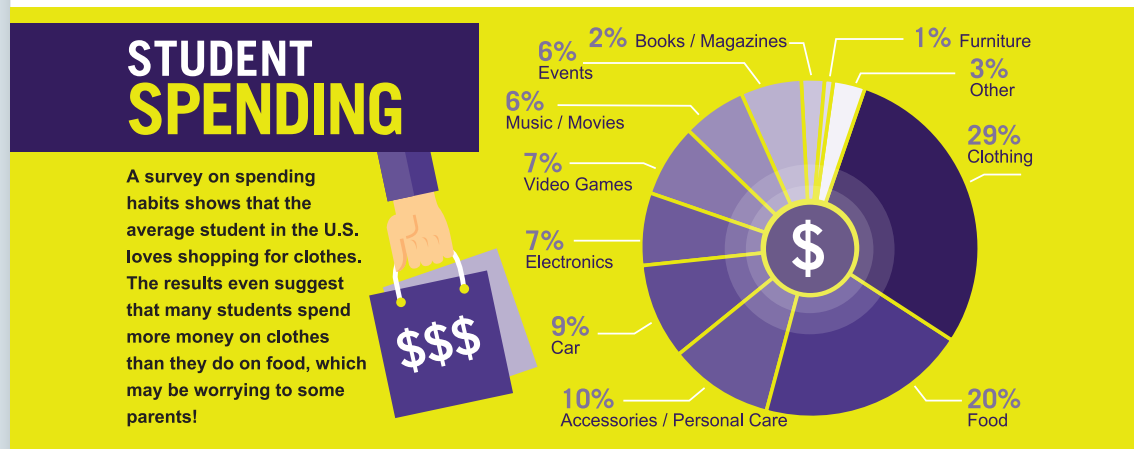
★ **CHALLENGE** Ask students how ECOALF is trying to make shopping more environmentally friendly. Students should understand that ECOALF is reusing old items to create stylish fashion.

## 2B

# Do you ever shop online?

**LANGUAGE FOCUS** Discussing spending habits

**A** Read the information. What do students in the United States spend most of their money on? *Clothing*



**B** ▶ **2.4** Two people are talking about the information above. Watch the video and fill in the blanks with the words or expressions you hear.

A: Hey, look at this chart. It says that the <sup>1</sup> average teenager spends 29% of their money on clothes!

B: Hmm. Well that's <sup>2</sup> probably true for me. I go shopping for clothes every weekend.

A: Really? Not me. I <sup>3</sup> hardly ever buy new clothes.

B: So what do you <sup>4</sup> spend your money on then?

A: I spend a lot on books, <sup>5</sup> actually. I love reading.

B: Yeah? <sup>6</sup> How often do you buy books?

A: Hmm. I buy about two or three new books every week.

B: Wow! I guess you usually buy them <sup>7</sup> second-hand?

A: No, hardly ever, actually. I <sup>8</sup> prefer to buy new ones.



**C** ▶ **2.5** Listen to the introduction to a clothing company ECOALF. Choose the best answer to each question.

1 Why does the clothing company ECOALF use recycled materials to make clothes?

- a It wants to show a unique sense of fashion.
- ☒ b It considers the environment more.
- c It hopes that their clothes look recycled.

➡ **EXTENSION ACTIVITY** Give students a few minutes to write four new shopping questions to ask a partner. Then have students interview each other about their shopping habits. Have them use *Do you ever ... ?* questions. Suggestions include the following:

*Do you ever buy ... ?*  
*Do you ever spend money on ... ?*

- d It aims to reduce the price of the new clothes.
- 2 ECOALF thinks that when it comes to new clothes, style is \_\_\_\_\_.
- a not important at all
- b somewhat important
- c important**
- d a secondary consideration to other things



SPEAKING Talking about frequent activities

- A** Study the language in the chart. Pay attention to **adverbs of frequency** and **time expressions**.

Talking about habits and routines			
Do you <b>ever</b> shop online?	Yes, I	<b>always</b> <b>usually</b> <b>often</b> <b>sometimes</b>	shop online.
Do you <b>ever</b> buy furniture?	No, I	<b>hardly ever / rarely</b> <b>never</b>	buy furniture.
How <b>often</b> do you go shopping?	I go shopping	<b>every day.</b> <b>once / twice / three times a week.</b>	
	I <b>never</b> go shopping.		

For more information on **adverbs of frequency** and **time expressions**, see Grammar Summary 2 on page 124.

- B** Work with a partner. How often do you think he or she buys these things? Write time phrases from the above table in the *My guesses* column. **Answers will vary**

How often do you buy ...?	My guesses	Partner's answers
shoes		
video games		
books		
coffee		
makeup		
music		
furniture		

- C** Interview your partner and write down the answers. How many of your guesses are correct?

How often do you buy shoes?

Let's see. ... I buy shoes about once a month.

13

- B** Divide students into pairs. Tell them to make guesses about their partner's spending habits. Give them a few minutes to think about and write their guesses.

- C** Point out that the focus of this exercise is frequency, or being able to express how often your partner buys something. Tell students to be specific in their answers and use the structure / + *buy* + object + frequency.

Write the sample conversation from page 13 on the board. Give additional answer options:

*How often do you buy shoes?*  
*I buy shoes about once a month*  
*/ twice a year / every week / every couple of months.*

SPEAKING

- A** Have students read over the language chart. Ask them to pay attention to each answer option for the questions.
- ★ CHALLENGE** Elicit or explain how to talk about past habits: *I used to shop online. I used to buy CDs every week.*

Language Note

Note that the language in the chart is for discussing habits and routines. The answers for the first question in the language chart, *Do you ever shop online?* all contain the same sentence structure: subject + adverb of frequency + verb + complement.

Point out that the second question contains an example of a negative reply. In this case, the sentence structure is the same, but the adverb of frequency is negative.

Note that for negative sentences, the following sentence structure is also possible: subject + negation + adverb of frequency + verb + complement. For example, *I don't usually shop online.*

2C

## Wearing nothing new

### LESSON OVERVIEW

**Aims:** Watch and understand a talk about secondhand shopping; observe effective body language.

**Target Vocabulary:** crazy, outfits, unique, wardrobe

**TED Talk Summary:** Jessi Arrington shares how making the decision to build her wardrobe from used clothing has allowed her to show others her true self. Arrington's lively talk includes a slideshow of her outfits for one week. As she shows each outfit, she talks about how being confident and comfortable in who we are is actually what makes us look stylish.

### PREVIEWING

Read the paragraph aloud as students read along. Remind students that they watched the preview video of Arrington in the **Warm Up**.

Explain that the word *crazy* has a positive meaning in this paragraph.

### Language Note

The adjective *crazy* is used here to mean unusual and surprising in a good way. Note that *crazy* can also be used negatively to describe something as too silly or odd.

A person's *wardrobe* is made up of all the clothes and fashion accessories he or she owns.

### VIEWING

**A** Read the question aloud that students must watch for.

**2.6** Play Part 1 of the TED Talk. Have students check answers as they discuss with a partner. Ask students to think about what they consider when they buy clothes and share this with their partners.

2C

## Wearing nothing new

### TED TALKS

JESSI ARRINGTON loves to wear **crazy**, colorful **outfits**. But she never buys new clothes. Instead, she buys **unique** secondhand clothes for her **wardrobe**. Her idea worth spreading is that secondhand shopping can reduce our impact on the environment and our wallets, while still being fun and creative.



### PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- |   |  |
|---|--|
| 1 clothes worn together: <u>outfits</u> | 3 not ordinary: <u>crazy</u>               |
| 2 one-of-a-kind: <u>unique</u>          | 4 all the clothes you own: <u>wardrobe</u> |

### VIEWING



**A** **2.6** Watch Part 1 of the TED Talk. What three things does Arrington consider when she chooses her outfits? Discuss with a partner.

size, color, price

**B** Read the excerpts from the next part of Arrington's TED Talk. Which outfit below do you think each excerpt refers to? Discuss with a partner.

- 1 "So let's start with Sunday. I call this 'Shiny Tiger.'"
- 2 "Monday: Color is powerful."
- 3 "Friday: ... Gold sequins go with everything."



**★ CHALLENGE** Ask students if they know anyone like Arrington with a unique sense of fashion. Have them tell their partners about this person.

**B** Have students work in pairs. Tell them to make guesses based on the key words in the quotes. For example, students could infer that "Shiny Tiger" refers to the middle image based on the color of Arrington's scarf.

**C** **2.7** Play Part 2 of the TED Talk and have students check their answers to **B**.

**D CRITICAL THINKING** Give students a minute to think and take notes before discussing. Tell students to support their opinions with examples from their own lives. Ask for volunteers to share ideas with the class.

**→ EXTENSION ACTIVITY** Have students work in small groups. Assign each group another one of Arrington's messages. Ask each group to give a presentation with advice on how to express the message through their fashion choices. Arrington's messages are:





C ▶ 2.7 Watch Part 2 of the TED Talk. Check your guesses.

D CRITICAL THINKING Answers will vary

Reflecting Read the statements below from Arrington's TED Talk. Do you agree? Discuss with a partner.

- 1 "You do not have to spend a lot of money to look great."
- 2 "If you think you look good in something, you almost certainly do."

VOCABULARY IN CONTEXT



▶ 2.8 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

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

PRESENTATION SKILLS Using effective body language

When you give a presentation, your body language is important. Effective body language supports your message and shows you are a confident speaker.



A ▶ 2.9 Read the tips about effective body language below. Watch an excerpt from Arrington's TED Talk. Check [✓] the tips that Arrington follows.

- ☒ Keep your body open. Try not to cross your arms or legs.
- ☒ Stand up straight.
- ☒ Gesture with your hands open.
- ☒ Make eye contact with the audience.
- ☒ Smile.

B ▶ 2.9 Watch again. What else does Arrington do (or not do) that shows she's confident?  
Answers will vary

C Work in a group. Stand up and tell the group a little about yourself. Try to use effective body language.  
Answers will vary

“Confidence is key. If you think you look good in something, you almost certainly do.”



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Color is powerful.  
Fitting in is way overrated.  
Embrace your inner child.  
Confidence is key.  
Developing your own unique  
personal style is a good way to tell  
the world something about you.

VOCABULARY IN CONTEXT

▶ 2.8 Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the **Presentation Skills** paragraph aloud. Explain that a speaker's body language is an important part of a presentation. An audience will know if a speaker is confident and comfortable by observing his or her body language.

Before students watch the excerpt, elicit impressions of Arrington as a speaker. Does she seem confident? Comfortable? Excited to be there?

▶ 2.9 Play the video. Read the list of effective body language aloud. Ask

for volunteers to demonstrate. See **Content Note** for more.

Content Note

The body language introduced in **Presentation Skills** includes keeping your body open, having good posture, making warm hand gestures, keeping eye contact with the audience, and smiling. Having good body language is a lot about acting naturally when on stage and keeping calm. It is also recommended to move a bit during your speech, and vary your gestures.

Note that Arrington walks across the stage and uses hand gestures throughout her talk. It's also important to be well prepared for the presentation. Speakers who know the content well are more likely to be relaxed and have positive body language.

B Ask students to pay close attention to the movements and gestures that Arrington makes.

▶ 2.9 Play the video again.

Note that Arrington's confidence is evident in her composure as she speaks. She smiles often, keeps eye contact with her audience, maintains a good posture, and appears to be really enjoying the experience.

C Divide students into small groups. Tell each student that they have 30 seconds to one minute to introduce themselves to members of their group. Give them time to think about what they will say and the kind of body language they will use. Encourage them to mimic what they saw Arrington do in the video.

+ **SUPPORT** Write a sample self-introduction on the board:

Hi, I'm Jo. I come from Shanghai, but I've been living in Beijing for three years. I am a third-year student. My interests include rock music and cooking. I love eating, too.

2D

Green shopping

LESSON OVERVIEW

**Aims:** Take and give a survey; add extra information in a speech; evaluate a habit.

COMMUNICATING

**A** Elicit the meaning of a *green* shopper. Read the questionnaire aloud. Be sure students understand the various terms. Explain that they are going to evaluate their shopping habits. Give them time to complete the survey.

Language Note

When something is *green*, it usually means it is eco-friendly, or does not have a negative impact on the environment.

When something is *locally produced*, it is grown or manufactured near where the item is sold.

A *reusable cloth bag* is a shopping bag you can take to the market to save on plastic or paper bags.

**★ CHALLENGE** Before students open their books, have them write a few sentences about how environmentally friendly they think they are in their shopping habits. After they've completed the activity, have them comment on their original evaluations.

**B** Have partners take turns asking and answering each of the questions. Encourage students to share their answers.

**C** Have students look back over the survey. Tell them not to show their partners what they circled.

**D** Divide the class into small groups. Tell students to relax as they speak and to be aware of their body language. Point out the expressions in **Adding extra information**. Model a sample presentation for students. For example: *Dana is a green shopper.*

2D

Green shopping

**COMMUNICATING** Are you a green shopper? Answers will vary

**A** Are you a green shopper? Read the questions below and mark your answers.

How often do you ...	Never	Sometimes	Often
1 buy locally produced products?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 bring a reusable cloth bag to a store?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 buy products made from recycled materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 buy secondhand items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 donate to charity stores (慈善商店)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 recycle the packaging that comes with your products?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 go shopping by car?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B** Work with a partner. Take turns asking and answering the questions. Circle your partner's answers.

**C** Look back at the answers. Circle how green you think your partner is.

very green      pretty green      somewhat green      not very green

**D** Work in a group. Tell your group how green you think your partner is. Give reasons.

Adding extra information

and ... Also, ... What's more ... In addition ...  
By the way, ... Moreover, ... On top of that, ...

**CRITICAL THINKING** Answers will vary

**Evaluating** What are your shopping habits? How would your life change if you bought only reused or recycled goods for a whole month? How would this help the environment? Discuss with a partner.



*She always uses a reusable cloth bag when she shops, and she donates to charity stores.*

CRITICAL THINKING

Read the questions aloud as students read along. Encourage them to use the vocabulary from the lesson when sharing their opinions. Note that the idea of buying nothing new in a month aims to help the environment by changing people's spending habits and influencing the way people think about waste and upcycling.



# 3 Career Paths

“So, surf photographer, right? I don’t even know if it’s a real job title, to be honest.”

Chris Burkard  
Surf photographer, TED speaker

## UNIT GOALS

### In this unit, you will ...

- talk about types of jobs.
- watch a TED Talk about an unusual job.
- describe a dream job and give reasons why you think it is a dream job.

## WARM UP



▶ 3.1 Watch part of Chris Burkard's TED Talk. Answer the questions with a partner.

- 1 What do you think Burkard's job is like?  
*Answers will vary*
- 2 Look through the unit. What other jobs do you see?  
Which are the most interesting to you?  
*Answers will vary*

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# 3

## Career Paths

### WARM UP

Have students look over the picture, caption, and quote on the page.

▶ 3.1 Play the preview clip of the TED Talk.

For question 1, ask students to shout out adjectives to describe their impressions of Burkard's job.

For question 2, ask students to list the jobs they see in the unit together. Write on the board:

*The job of a ... looks interesting to me. I think a ...'s job is interesting because...*

Jobs mentioned in the unit include: chef, TV presenter, pilot, charity worker, writer, musician, sports trainer, race car driver, and ballet dancer.

➡ **EXTENSION ACTIVITY** Ask students how they felt when they saw Burkard's pictures in the preview clip. Tell them to also talk about whether they would want to do his job or not. Have them share their impressions in pairs before telling the class. If necessary, elicit a list of adjectives ahead of time to write on the board:

*His pictures made me feel ...  
(excited/scared/jealous/happy/cold)*

## UNIT GOALS

The unit focuses on jobs and career choices. Students will understand and interpret an infographic about dream jobs, and listen to two people talking about their jobs. They will also watch a TED Talk about the value of struggle in our work. By the end of the unit, students will be able to use the present simple to describe their jobs and build on their self-introduction.

### TED Speaker

Chris Burkard, photographer

### TED Talk Summary

Chris Burkard talks about how even a dream job can become monotonous, and how struggle helped him learn to love his job again.

### Idea Worth Spreading

Anything worth pursuing likely involves struggle, but in that struggle one can also find joy.



3A

What do you do?

LESSON OVERVIEW

**Aims:** Learn nouns for titles and industries; listen to a person talking about his job; practice talking about a job.

**Target Vocabulary:** chef, dancer, journalist, photographer, pilot, professor, scientist, waiter

VOCABULARY

- A** Have students read the words in the box before completing the sentences.
- 3.2** Play the video to check answers as a class.
- Elicit alternate vocabulary from the box that might work for each sentence. For example, while the answer for question 3 is *professor*, a *scientist* might also give a lecture at a university.
- ★ CHALLENGE** Have students brainstorm a list of additional jobs that item 6 would describe. For example, *actor*, *comedian*, *musician*, or *singer*.
- B** Have students work alone to complete the chart. Check answers as a class. Write the categories and words in a word web on the board.
- Point out that some jobs may work in more than one category. For example, a *photographer* might work in the Travel or Entertainment industries in addition to News and Media.
- C** Have students work in pairs. Elicit ideas from each pair. Write the jobs in the chart on the board. Some additional jobs include:
- Education and Research:** *principal*, *school teacher*, *curriculum writer*
- News and Media:** *TV presenter*, *camera crew*, *writer*, *editor*

French chef Eric Cros shows students how to prepare lamb and vegetables.



3A What do you do?

VOCABULARY Jobs



**A** **3.2** Complete the sentences using the words in the box. Watch a short film and check your answers.

chef	dancer	journalist	photographer
pilot	professor	scientist	waiter

- 1 A photographer takes pictures with a camera.      5 A chef creates meals for a restaurant.
- 2 A journalist writes for a newspaper.                      6 A dancer performs on a stage.
- 3 A professor gives lectures at a university.              7 A scientist does experiments.
- 4 A pilot flies airplanes.                                      8 A waiter serves food and drinks.

**B** Write each job from **A** under one of the headings below.

Education and Research	News and Media	Entertainment	Travel	Stores and Restaurants
professor, scientist	journalist, photographer	dancer	pilot	chef, waiter

**C** Work with a partner. Think of one more job under each heading. *Answers will vary*

Another job in education and research is teacher.

Good one. How about in news and media?

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**Entertainment:** *singer*, *actor*, *screenwriter*, *director*

**Travel:** *travel agent*, *flight attendant*, *cruise ship crew*

**Stores and Restaurants:** *manager*, *store assistant*, *cleaner*, *interior designer*

Language Note

As much as possible these days, job types in English do not include any gender reference. Former titles such as *stewardess*, *mailman*, and *fireman* are now *flight attendant*, *mail carrier*, and *firefighter*. The word *waiter* is traditionally used to refer to men, while *waitress* is used for women. These days the gender-neutral term *server* is also commonly used.

LISTENING Interview with a TV host

Listening selectively

You may not understand every word when people speak. Listen selectively and focus on the key information you need.



- A ▶ 3.3 Richard Lenton is a journalist and TV host. Watch and check [✓] the topics he talks about.

- ☒ the best things about his job  
☐ his future hopes  
☒ the challenges in his job  
☒ his free time

- B ▶ 3.3 Watch again. Circle the correct words.

- 1 Lenton usually presents (soccer/ tennis) shows.  
2 Lenton (likes/ doesn't like) presenting live TV shows.  
3 Presenting on the World Cup was challenging because of (his studio guests /the hours).  
4 Lenton usually plays soccer (once/ twice) a week.



Journalist Richard Lenton (right) interviews David Beckham.

C CRITICAL THINKING Answers will vary

Personalizing Discuss with a partner. Do you think you would be a good TV presenter? Why or why not?

SPEAKING Talking about jobs



- A ▶ 3.4 Underline the stressed words that give the key information in each sentence. Then listen and check your answers.

A: So, how do you like being a barista (咖啡师)?

B: Oh, it's great! fantastic / excellent

A: Yeah? What do you do every day?

B: Well, you know, I make coffee and serve it to customers.

A: Is it hard work? difficult / tough

B: Sometimes. The hours aren't great, but I don't mind. The pay isn't / The boss isn't

A: Isn't it boring?

B: No, it's really fun. I meet a lot of cool people. interesting / enjoyable

- B Practice the conversation with a partner. Practice again using the words on the right.

- C Imagine you have a new job. Choose one from this lesson or think of your own.

Work with a partner. Ask each other about your jobs. Answers will vary

I'm a chef at the China Bistro (小餐馆).

Great! How do you like it?

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LISTENING

Read the **Listening selectively** box aloud as students read along. Explain that by picking up on words and phrases that you understand, you can get key information that a speaker is sharing. Note that listening selectively can be especially useful when a speaker is talking at native speed.

- A Tell students to read the answer choices ahead of time to pick up key words to listen for. Point out that previewing the task helps you identify what to listen selectively for.

- ▶ 3.3 Play the video.

- B Give students time to read the sentences.

- ▶ 3.3 Play the video again to check answers to A and B as a class.

Content Note

Richard Lenton is a British TV sports presenter who is now based in Singapore where he works as a broadcaster, writer, and editor. He is best known for his coverage of the Premier League, FA Cup, and Champions League.

- C CRITICAL THINKING Have students work in pairs. Ask them to talk about their own personalities and interests when explaining their reasoning for their answers. For example, "I'm not sure. I like talking to people, but sometimes I feel shy in front of cameras."

- + SUPPORT Write three possible answer choices on the board. Tell students to expand on their answers while talking with their partners.

Yes, I think so.

No, I don't think so.

I'm not sure.

SPEAKING

- A Have students work individually. Then have them discuss answers in pairs before playing the audio.

- ▶ 3.4 Play the audio. Check answers as a class.

Elicit the meaning of *barista*. See **Language Note** below.

Language Note

The word *barista* means *bartender* in Italian. It is mostly used in English to describe someone who works behind a counter making various hot coffee drinks. The phrase *the hours* refers to how long a person works each day at a job.

- B Model the conversation aloud with a student. Then have students work in pairs to practice the conversation. Make sure they alternate between A and B roles. Then have them practice again using the words on the right.

Point out that the adjectives on the right are for the most part synonyms. Note for the third item, different negative points about the job are given using *isn't* or *aren't*. Remind students that *isn't* should be used with singular nouns and *aren't* with plural nouns.

- C Have students work in pairs.

Elicit possible opening and follow-up questions. Write them on the board:

Do you have a job?

What do you do?

Do you enjoy it?

Is it fun/boring/interesting?

# 3B

## What job would you like?

### LESSON OVERVIEW

**Aims:** Ask about and describe jobs; use *like* vs. *would like*; talk about a future job.

**Infographic Summary:** A survey of over 3,000 people in the U.K. shows that more than any other job, people dream of being a pilot. Next on the list is charity worker, then writer. Other popular dream jobs are in the fields of arts, media, and sports.

### LANGUAGE FOCUS

**A** Have students read the infographic.

Ask them whether the information is surprising to them or not. Elicit any jobs that students expected to be on the list but that were not.

★ **CHALLENGE** Have students predict the top two dream jobs in the U.K. before opening their books to check their guesses.

**B** Have students read over the conversation to see if they can fill in the blanks with appropriate words or expressions.

▶ **3.5** Play the audio. Check answers as a class.

Elicit more information about the job of a journalist. See **Language Note** below.

#### Language Note

Generally, a *journalist* brings news to the public. Note that the speaker in the conversation calls herself a *journalist for a local paper* which likely means she is a writer at a small newspaper. In TV, a *journalist* usually refers to someone who prepares or presents news for broadcast. In print, it usually refers to an

# 3B

## What job would you like?

**LANGUAGE FOCUS** Discussing job preferences

**A** Read the information. Is the information surprising?  
Answers will vary

## TOP 10 DREAM JOBS

A recent survey asked 3,000 workers in the U.K. to name their dream job. For most people, the perfect job is a pilot. Others prefer jobs in the arts—such as a writer or an actor—or as a sportsperson.



**B** ▶ **3.5** Two people are talking about their jobs. Watch the video and fill in the blanks with the words or expressions you hear.

A: So, what do you do for a living?

B: Oh, I'm a(n) <sup>1</sup> journalist for a local newspaper.

A: Mmm. Sounds great!

B: Really? It's not actually.

A: Oh? What <sup>2</sup> don't you like about it?

B: Well, the <sup>3</sup> pay is OK, but I really don't like the <sup>4</sup> hours. They're terrible. I start work at <sup>5</sup> 7 a.m. every day and usually finish at around <sup>6</sup> 8 p.m.

A: Wow! That's <sup>7</sup> tough. So, what's your dream job?

B: My dream job? Well, I think I'd really like to be a <sup>8</sup> charity worker. You know, I'd love to do something to help other people.



**C** ▶ **3.6** Listen to the advantages and disadvantages of being a pilot. Choose the best answer to each question.

1 According to the speaker, what makes people want to work as a pilot?

**a** Travel to many places for free.

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editor or writer. The specifics about the job can vary depending on position.

**C** Have students read over the questions and choices individually before playing the audio.

▶ **3.6** Play the audio. Check answers as a class. Point out that the two questions are about the important details of the conversation.

➔ **EXTENSION ACTIVITY** Ask students if they think the infographic might be different if the survey was taken in China. Have students work individually

to make an infographic of what they think the top three dream jobs are in China. Have students present their infographics to a partner or a small group.



- b Flexible working hours.
  - c Free hotel rooms.
  - d Their passion for flying.
- 2 What don't pilots like about their jobs?
- a Too much time in the plane.
  - b Flying the same route.
  - c No time to stay home.
  - d Working on holidays.



SPEAKING Talking about jobs

A Study the language in the chart. Pay attention to like and would like in the sentences.

Asking about and describing jobs	
Do you have a job?	Yes, I do. No, I don't. I'm a student.
What do you do?	I'm a manager. I work in marketing.
What's your job like?	It's (really) fun. It's (pretty) easy.
What do you like about your job? What don't you like about your job?	The pay is great. I don't like the hours. They're terrible.
What (kind of) job would you like to have (someday)?	I'd like to be a charity worker.

For more information on like vs. would like, see Grammar Summary 3 on page 124.

B Fill in the chart below with two jobs you might like to have, and your reasons why. Use jobs from the infographic on page 20 or use your own ideas. Answers will vary

	Job 1	Job 2
A job I'd like to have		
Why I want it		

C Work in a group. Share your ideas. Try to use expressions in the chart of A.

I'd love to be a chef.

Why is that?

Because I love to cook and I like working in a team.

moving on to Activity C.

C Divide students into groups of three or four. Tell each student to spend up to one minute talking about one of their dream jobs. Write some useful questions on the board to start the discussion:

What kind of job would you like to have one day?

What would you like to be?

Model the conversation with a volunteer. Point out that group members should ask follow-up questions to get more information, such as Why? or Why is that?

SPEAKING

A Have students read over the language chart. Ask them to pay attention to both answer options for each question. Draw students' attention to the last two boxes. Note that the difference between like and would like is often a point of confusion for students. See Language Note.

Language Note

For the last question in the language chart, What job would you like to have?, explain that would like is a polite way to talk about something that you want. Point out that the response is often made into a contraction: I'd like to be an engineer.

B Make sure students understand that they are writing about jobs they hope to have in the future. If time permits, walk around to check answers as students write before

3C

# The joy of surfing in ice-cold water

## LESSON OVERVIEW

**Aims:** Watch and understand a TED Talk about rekindling joy for a job; observe speakers thanking an audience.

**Target Vocabulary:** exotic, freezing, rough, suffering

**TED Talk Summary:** Chris Burkard talks about how he forced himself out of his comfort zone when his dream job as a surf photographer started to feel boring and monotonous. He made the decision to instead search out freezing water conditions in remote areas of the world to photograph surfing moments. Burkard shares how pushing himself to work in these extreme locations, and the struggle involved, helped him learn to love his job again.

## PREVIEWING

Read the paragraph aloud as students read along. Have students work individually to match the words and definitions. Check answers as a class, eliciting sample sentences for each vocabulary word.

## VIEWING

**A** ▶ **3.7** Play Part 1 of the TED Talk. Have students work individually to answer the questions. Check answers as a class.

Elicit the meaning of the phrase *Arctic selfie*. See **Language Note** on the right.

**B** Have students preview the task.

▶ **3.8** Play Part 2 of the TED Talk. Give students time to note their answers. Check answers as a class.

3C

# The joy of surfing in ice-cold water

## TED TALKS

CHRIS BURKARD is a surf photographer, but you won't find him working on a warm **exotic** island. Instead, he prefers the Arctic, with its **rough** seas and **freezing** temperatures. His idea worth spreading is that anything worth pursuing is likely to involve a struggle, but the joy that results far outweighs the **suffering**.



## PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- very cold: freezing
- not calm: rough
- unusual or different: exotic
- feeling of pain: suffering

## VIEWING



**A** ▶ **3.7** Watch Part 1 of the TED Talk and answer the questions.

- Where is Burkard in the photo?
  - Canada.
  - Iceland.
  - c** Norway.
- How does he describe the water?
  - Beautiful.
  - b** Freezing.
  - Rough.



**B** ▶ **3.8** Watch Part 2 of the TED Talk. Order the events in Burkard's life from 1 to 4.

- 3 He begins to work in cold places.
- 1 He begins to work in warm places.
- 2 He becomes bored with his job.
- 4 He learns that sometimes achieving our dreams involves a struggle.

**C CRITICAL THINKING** Answers will vary

**Personalizing** Work with a partner. Discuss these questions.

- Why does Burkard like his job?
- Would you like to be a surf photographer? Why or why not?

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## Language Note

A *selfie* is a picture that one takes by holding the camera out in front and turning the lens to face toward oneself. Burkard's *Arctic selfie* is a photo that he took of himself with his camera while working in the Arctic Ocean in Norway. The picture-taking method and term have become popular with the use of cellphone cameras, but a selfie can also be taken with a regular camera.

**C CRITICAL THINKING** Point out that question 2 asks students for their opinions, so students may have different answers. Remind students of the language they've practiced in the unit so far: *I'd like to be ... / I wouldn't like to be ...*

If time permits, ask for volunteers to share their answers to question 2 with the class.

➡ **EXTENSION ACTIVITY** Ask students to work in pairs to summarize the message of Burkard's TED Talk in one sentence. Have each pair share

VOCABULARY IN CONTEXT



▶ **3.9** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.  
1.b 2.a 3.b 4.c

PRESENTATION SKILLS **Thanking the audience**

At the end of a presentation, many speakers will thank their audience. It's polite, and it also lets the audience know that you've finished.



**A** ▶ **3.10** Watch the excerpt. Write the phrase Burkard uses to thank the audience.  
*Thank you so much.*



**B** ▶ **3.11** Watch two excerpts from the TED Talks from Units 1 and 2. Check [✓] how the speakers thank their audience.

	"Thank you."	"Thank you so much."	"Thank you very much."
Sleepy Man Banjo Boys	✓		✓
Jessi Arrington	✓		✓

**C** Work in a group. Think of other ways to thank the audience.  
*Answers will vary*

“Why would anyone ever want to surf in freezing cold water?”



their sentence with the class. Students should understand that once Burkard's work started involving an element of struggle, he found joy in his job. Some possible summary sentences include:  
*Without struggle, there is no joy;*  
*Difficult jobs make for fulfilling lives.*

VOCABULARY IN CONTEXT

▶ **3.9** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

**A** Explain to students that they are going to watch more closely to study the way Burkard ends his presentation. Explain that almost all speakers end a presentation by thanking their audience, but that there are different styles and ways to do this.

▶ **3.10** Play the video and check answers as a class.

Skill Note

Thanking an audience at the end of a presentation has two purposes: it signals the end of your speech, and it expresses gratitude to the people who gave you their attention. Explain to students that being asked to do a TED Talk is a great honor and many of the speakers are both excited and emotional during their talks, which is evident in the scenes that students will watch of speakers saying thank you.

**B** Tell students that they are going to watch two other TED speakers thank their audiences.

▶ **3.11** Play the video and check answers as a class. Then play it again to point out the different styles of thanking the audiences. Note that while the speakers mostly use the same words, their deliveries vary depending on body language and tone.

★ **CHALLENGE** To review the discussion on body language from Unit 2, ask students to comment on the body language of each speaker as well.

**C** Divide students into groups of three or four. Ask them to brainstorm some other ways to say “thank you” to the audience. Encourage students to think about what would be typical in the Chinese cultures as well. Possibilities for body language include: a bow, a wave, hands in pray position, a smile, etc. Expressions include: *Thank you for listening; Thank you for your attention; This was an honor.*



3D

# Job descriptions

## LESSON OVERVIEW

**Aims:** Ask for clarification; describe a dream job.

**Description:** Students are going to play a guessing game in which they will take turns guessing which jobs other students are describing.

## COMMUNICATING

**A** Read aloud the list of jobs while students read along. Give them time to look up any jobs they don't know in the dictionary.

**B** Explain that students should try to guess what the job is after each sentence, instead of after all five sentences.

**3.12** Play the audio, pausing between sentences to give students time to guess. However, don't reveal the answer until after the last sentence is played.

**C** Have students work in pairs as Student A and a Student B. Tell partners not to look at each other's pages. Explain that students get a higher score the more quickly they guess correctly. Point out that all jobs are from the box in Activity **A**.

**D** Tell students they should not use *surf instructor*, *movie actor*, or *songwriter*, but they can use other options from the box in Activity **A** or anywhere else in the unit.

**E** Divide the class into groups of three or four. Note that students should read all five sentences, but slowly so that their group members have time to guess in between sentences.

3D

# Job descriptions

**COMMUNICATING** What's my job? Answers will vary

**A** Look at the job titles in the box. Check any you don't know in your dictionary.

airplane pilot	café barista	dog trainer	graphic artist
movie actor	photojournalist	professional athlete	songwriter
surfing instructor	TV chef	university professor	video game designer



**B** **3.12** Listen to five sentences describing one of the jobs above. After each sentence, try to guess which job it is. *surfing instructor*

**C** **Student A:** turn to page 105. **Student B:** turn to page 108. Read each sentence in turn. After each sentence your partner should try to guess your job.

OK, number one: I usually work inside ...

Are you a barista?

**D** Now choose another job from this unit. Write five sentences to describe the job.

**E** Work in groups of 3 or 4. Take turns reading your job descriptions. Group members must try to guess the job you are describing.

### Asking for clarification

Can you repeat that, please?

Sorry, what did you say?

Can you say that again?

**CRITICAL THINKING** Answers will vary

**Personalizing** Imagine you have your dream job. Talk about what you do, and why you like it.

I work as a dog trainer. I teach dogs to behave well and follow instructions. It's fun but challenging. I enjoy it because I love animals and I enjoy meeting new people, too.



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Tell group members that they cannot make more than one guess per sentence, but they can ask for clarification. Point out the sample questions in the **Asking for clarification** box.

## CRITICAL THINKING

Explain that students should use the simple present when talking about what they do. Read the example aloud. Point out that the speaker talks only about good points.

**CHALLENGE** Have students also add some negative points about their dream jobs. Remind them of Burkard's message that a little struggle makes a job better.

**EXTENSION ACTIVITY** Have students interview each other about their dream jobs. Review the chart **Asking about and describing jobs** in Lesson B (page 21 of the Student Book) before doing the interview.

Presentation 1 Introducing someone you know

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

tell	work	favorite	much
people	goes	works	name

“Hi. My <sup>1</sup> name ’s Paula. I’d like to  
<sup>2</sup> tell you a bit about my brother,  
Zak. He’s 21 and he’s a university student. He also  
<sup>3</sup> works part-time as a barista. The pay  
isn’t great and he says it’s hard <sup>4</sup> work  
but he really enjoys it. He also really loves fashion  
and shopping for clothes. He <sup>5</sup> goes  
shopping every weekend and his <sup>6</sup> favorite  
shop is Uniqlo. He has an interesting hobby, too.  
He’s an actor for a local theater group. He really  
loves acting—he says it’s fun and he meets a lot of  
<sup>7</sup> people . One day, he’d like to write his  
own plays. OK, so that’s my brother Zak! Thank you  
so <sup>8</sup> much for listening.”



B ▶ P.1 Watch the presentation and check your answers.

C ▶ P.1 Review the list of presentation skills from Units 1–3 below. Which skills does the speaker use? Check [✓] each skill used as you watch the presentation again.

The speaker ...	
• introduces herself	<input checked="" type="checkbox"/>
• smiles	<input checked="" type="checkbox"/>
• stands up straight	<input checked="" type="checkbox"/>
• makes eye contact	<input checked="" type="checkbox"/>
• thanks the audience	<input checked="" type="checkbox"/>

Presentation 1

**Aims:** Students give a short presentation to a partner to introduce someone they know, using each of the presentation skills they’ve learned in Unit 1.

MODEL PRESENTATION

A Have students work individually to complete the transcript. Elicit some basic points about the presentation:

1. What is the purpose of the presentation? (to make an introduction)
2. Who is speaking? (Paula)
3. Who is she talking about? (her brother Zak)
4. What three topics does she talk about? (his job, passions, and dream job)

B ▶ P.1 Play the video to check answers.

C Have students preview the task.

▶ P.1 Play the video again. Check answers as a class.

Elicit the presentation skills from units 1–3:

1. introducing yourself
2. using effective body language
3. thanking the audience

Elicit the language that the speaker uses for introducing herself (*Hi. My name’s Paula.*) and for thanking the audience. (*Thank you so much for listening.*)

Review the presentation skills from Units 1–3 in more detail. Elicit the language options that students learned.

Introducing yourself: *I’m ...; I’d like to introduce myself. My name is ...*

Note that some new phrases for this skill are introduced on page 26.

Using effective body language: *keep your body open, stand up straight, gesture with hands open, make eye contact with the audience, smile*

Thanking the audience: *Thank you; Thank you so much; Thank you very much.*

D Explain that instead of writing out her entire speech, Paula uses notes as cues to help her during her talk. Point out that the key phrases in her notes remind her of what she should say.

Have students work individually to complete the activity. Then students check answers in pairs.

Elicit the topics that Paula forgot to talk about: *her brother studies art, he dreams of starring in a movie.*

Ask students if they think the information that Paula forgot is essential or not. Ask if their image of Zak changed at all after learning the information.

★ **CHALLENGE** Have students rewrite Paula’s notes as a mind map. Ask them to think about which note-taking style they prefer for their own presentations.

YOUR TURN

**A** Give students time to write their speech notes. Point out that they can make linear notes similar to Paula's, or they can make a mind map.

Ask students to choose someone whom they know well, like Paula did. Elicit both the basic information and specific topics that Paula included in her speech. Write them on the board.

Basic information: *name, age, relationship to you*

Topics to talk about: *school, job, likes, hobbies, dreams*

Ask students for some additional ideas for basic information that they could include in their presentations. Suggestions include *hometown, where the person lives now, and family information*.

Draw students' attention to the topic *Likes*. Elicit some examples of each. Suggestions include *music, movies, food, sports, video games, and books*.

Remind students to also give information about favorites when they talk about the person's likes. Point out that students can talk about *dislikes* as well if they are interesting.

Note that some of the likes can also be hobbies, depending on how regularly the person does them. Explain that a hobby usually involves a certain level of effort and commitment, like playing an instrument.

**B** Read the useful phrases aloud as students repeat.

**C** Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partners their full attention in order to evaluate in **C** and give effective feedback in **D**.

Remind students that they learned useful language for both being speakers and audience members in **Lesson D** of each unit. Review the language.

For Speakers:

Adding extra information: *and ..., Also, ..., What's more ..., In addition ...*

**D** Look at the notes Paula made before her presentation. Did she forget to say anything?

- Introduction: my name / topic
- Zak: 21 / student / studies Art
- His job: barista / pay / hard work / enjoy
- Likes: fashion / shopping every weekend / Uniqlo
- Hobby: actor / theater group / fun / meets people
- Dreams: write own play / star in a movie
- End: thank audience

Paula forgot to mention that Zak studies art and that one of his dreams is to star in a movie.

YOUR TURN Answers will vary

**A** You are going to plan and give a short presentation to a partner introducing someone you know. Use Paula's notes above for ideas and include any other information. Make notes on a card or a small piece of paper.

**B** Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

**C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from units 1–3. As you listen, check [✓] each skill your partner uses.

Useful phrases

Introducing yourself:

(Informally) *I'm / My name's ...*

(Formally) *I want / I'd like to introduce myself. I'm / My name's ...*

Introducing your topic:

*I'd like to (tell you / talk to you) about ...*

Describing likes/favorites:

*He / She really likes / loves / enjoys ...*

*His / her favorite ... is ...*

Describing routines:

*He / She ... every week / twice a month*

Describing hopes:

*One day, (he'd / she'd) like to ...*

Ending:

*Thank you so much (for listening).*

*Thanks for listening.*

**D** Give your partner some feedback on their talk. Include two things you liked, and one thing he or she can improve on.

The speaker ...

- |                                |                          |                       |                          |
|--------------------------------|--------------------------|-----------------------|--------------------------|
| • introduces himself / herself | <input type="checkbox"/> | • makes eye contact   | <input type="checkbox"/> |
| • smiles                       | <input type="checkbox"/> | • thanks the audience | <input type="checkbox"/> |
| • stands up straight           | <input type="checkbox"/> |                       |                          |

Well done! You introduced yourself, and you smiled a lot. But you didn't make enough eye contact.

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For Listeners:

Showing interest: *Really? Yeah? Wow! Cool! That's great!*

Asking for clarification: *Can you repeat that please? Sorry, what did you say? Can you say that again?*

**D** Explain that when offering feedback after hearing a presentation, it's good to start by praising the presenter first. Introduce some simple phrases for students to praise each other: *Well done; Good job; You did great; That was really good.*

Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example. (*You introduced yourself, and you smiled a lot.*) Then they should offer any points that need to be improved. (*But you didn't make eye contact enough.*)



# 4 Talents

“I’d like to give you guys a bit of a demonstration about what I do.”

Tom Thum  
Beatboxer, TED speaker

## UNIT GOALS

In this unit, you will ...

- talk about abilities and talents.
- watch a TED Talk about turning an unusual talent into a career.
- describe people with unusual abilities or talents.

## WARM UP



▶ 4.1 Watch part of Tom Thum's TED Talk. Answer the questions with a partner.

- 1 How would you describe Thum's performance?  
*Answers will vary*
- 2 Look through this unit. What other talents do you see?  
*Answers will vary*

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## UNIT GOALS

Students will talk about and watch people who have made careers out of unique abilities. Students will use collocations and *can/can't* to introduce, describe, or demonstrate their talents to their classmates.

## TED Speaker

Tom Thum is an Australian beatboxer who travels the world to teach and perform music.

## TED Talk Summary

Beatboxer Tom Thum demonstrates how he uses only his voice to make music that sounds like it's being played by an entire band.

## Idea Worth Spreading

Our talents may lead us to surprising and unique careers.

# 4 Talents

## WARM UP

Have students look over the picture, caption, and quote on the page.

▶ 4.1 Play the preview clip of the TED Talk. Elicit or review the meaning of *demonstration*.

## Language Note

A *demonstration* is a kind of presentation that usually shows how something is done.

Note that in the unit, students will encounter the words *talents*, *skills*, and *abilities*, which refer to being able to do something.

For question 1, elicit adjectives used to describe Tom Thum's performance. Some examples include *amazing*, *lively*, *unusual*, *crazy*, and *surprising*. Write on the board:

*I like it. I think it's exciting/cool/ amazing, etc.*

*I don't like it. I think it's too fast/loud/ strange, etc.*

Make sure students understand that Tom is beatboxing, using only his voice to make the sounds.

For question 2, give students a few minutes to look through the unit before eliciting talents. Skills mentioned in the unit include (*sand sculpture building*, *contact juggling*, *doing "mathemagic"*, and *professional gaming*).

# 4A

## What are you good at?

### LESSON OVERVIEW

**Aims:** Learn collocations to describe abilities (verb + noun); use *can* and *can't*; practice talking about talents and abilities.

**Target Vocabulary:** give advice, give a presentation, make a decision, make a friend, play soccer, play video games, take a photo, take a test

### VOCABULARY

**A** Have students work individually to complete the activity. Check answers as a class. Review collocations. See **Language Note** below.

Write the four *-ing* verbs on the board. Elicit additional collocations to describe abilities. Suggestions include the following:

playing tennis / basketball / chess;  
taking notes / breaks / tests;  
making money / jokes / trouble / mistakes;  
giving hugs / recommendations / time / choices

### Language Note

*Collocations* are words that go together. There are many combinations, such as adjective + noun (*heavy rain*), noun + noun (*weather report*), and present participle + noun (*pouring rain*).

Point out that knowing collocations is an important step to sounding natural in English. By reading and listening carefully, students can pick up many collocations to help their fluency. Note that when the noun in a collocation is singular, an indefinite article is usually added (*take a test*, *make a decision*).

**B** Have students work individually. Explain that they should decide their own level of talent and mark the line in



A contestant finishes his sand sculpture during a competition at Revere Beach in the United States.

## 4A What are you good at?

### VOCABULARY Abilities

**A** Look at the abilities. ~~Cross out~~ the option that doesn't belong.

1	playing	<del>friends</del>	soccer	video games
2	taking	photos	tests	<del>presentations</del>
3	making	decisions	<del>photos</del>	friends
4	giving	advice	<del>decisions</del>	presentations

**B** Choose six abilities from **A**. How good are you at each of them? Add them to the scale below. Then add two more abilities. *Answers will vary*



**C** Work with a partner. Share your information. *Answers will vary*

I'm pretty good at playing soccer. How about you?

I'm not very good at playing soccer.

the textbook.

★ **CHALLENGE** Elicit synonyms to prepare students for their discussion in **C**. Suggestions in order from right to left on the scale include *really good*, *fairly good*, *OK*, *not great*, *awful*.

**C** Have students work in pairs. Model the conversation with a volunteer. For the first example, introduce the opening question *What are you good at?* Explain that students can give a range of answers to this question, including *very good*, *pretty good*, and *good*. For the second example, introduce

*What are you not good at?* for which students can use *not very good* and *really bad*.

If time permits, have students change partners and practice the conversation again.

★ **CHALLENGE** Have the class brainstorm a list of opening questions for the conversation. Write them on the board. Some suggestions:

*What can you do really well? What's your best talent? What are you not so good at?*



## LISTENING A unique ability

### Recognizing unstressed words

Native speakers do not stress every word they say. It's important to be able to recognize the sounds of unstressed words. For example, the word "can" is usually not stressed.



- A** ▶ **4.2** Okotanpe is a contact juggler (水晶球杂耍表演者). Watch the video and circle the correct option. Contact jugglers can ...
- a play the piano and juggle (玩杂耍). **b** roll balls on their bodies.  
c juggle with bubbles (气泡).

- B** ▶ **4.2** Watch the video again. Circle **T** for true or **F** for false.

- 1 Many people watched Okotanpe on YouTube. **T** F  
2 The balls are very soft. T **F**  
3 Okotanpe practices every day. **T** F  
4 Okotanpe can also do magic tricks (魔术). **T** F



### C CRITICAL THINKING

**Reflecting** In traditional Chinese acrobatics, what do jugglers use to juggle with? Do you think contact juggling is more difficult than traditional Chinese juggling? Why or why not? Discuss with a partner.

Answers will vary

## SPEAKING Talking about abilities



- A** ▶ **4.3** Underline the unstressed words in speaker B's answers. Then listen and check your answers.

A: Wow! You're pretty good. really good / not bad

B: Thanks. I practice a lot.

A: Can you play any other instruments?

B: Well, I can play the guitar—but I'm not very good at it. so good / that good

A: Do you know how to read music?

B: Actually, no. I'm really bad at it. hopeless / terrible

A: Really? So how do you learn the songs?

B: I usually just listen and then try to play what I hear.

A: Wow! That's amazing. great / fantastic

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** Write two true and two false statements about things you are good at. Work in a group. Share your information. The other students should try to guess what statements are false.

OK, I'll go first. I'm really good at singing.

Hmm. I think that's true.

Sorry, you're wrong. I'm really bad at it.

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## LISTENING

Read **Recognizing unstressed words** aloud. Explain that native speakers are rarely aware that they are not stressing specific words or sounds. Note that students will learn about reduced sounds in Unit 5 and linked sounds in Unit 12.

- A** ▶ **4.2** Play the video. Have students circle the correct option as they watch.

- B** Give students time to preview the task.

- ▶ **4.2** Play the video again. Check answers to **A** and **B** as a class. Elicit how to make each false sentence true.

- C CRITICAL THINKING** Point out that students are sharing their opinions, so partners may not have the same answers. Explain that students should give reasons to support their opinions.

Juggling is one of the routines in the Chinese acrobatics. It is done with hands and feet. In the western tradition, juggling is often tied to clowning and has a comical element. However, in China, it is more an art-form, requiring exquisite acrobatic skills. Performers juggle with various objects, including balls, clubs, plates and bowls, umbrellas, jars, and even chairs.

## SPEAKING

- A** ▶ **4.3** Play the audio. Have students work individually. Then discuss answers as a class.

Explain that in spoken English, word stress is used to indicate what is important to the speaker. Functional words include determiners, pronouns, prepositions, conjunctions, and auxiliary verbs. Functional words do not carry the main meaning, so they are usually unstressed. In other words, they are lower in pitch and volume, often very quick, and sometimes even reduced.

Elicit the meaning of *read music*.

Students guess the meaning based on context. Be sure that students understand that someone who *reads music* can recognize musical notes and play sheet music. Note that the speaker cannot read music but instead plays what she hears.

- B** Model the conversation aloud with a student. Then have students work in pairs to practice the conversation. Make sure they alternate between A and B roles. Have them practice again using the words on the right side.

- C** Give students time to work individually to write the statements. Then divide the class into groups.

Explain that after each member reads a statement, other group members should react. Model the example conversation with a student. Write on the board some possible reactions that group members can use during the discussion:

*I think that's true / false.*

*Well, I'm pretty sure you are / are not good at ...*

*Umm, I don't think you know how to ...*

- ➡ **EXTENSION ACTIVITY** Divide groups into pairs. Explain that each partner is going to introduce the other partner's statements to a new group. Point out that students should use *She / He is ...* when introducing his or her partner's talents.



## 4B

# What talents do you have?

### LESSON OVERVIEW

**Aims:** Understand an infographic about unusual jobs; use *can/can't* to describe abilities; ask and answer questions about talents.

**Infographic Summary:** Some unique jobs and the skills needed for doing them are explained.

### LANGUAGE FOCUS

**A** Have students read the infographic.

Elicit or explain the meaning of unfamiliar terms, such as *pearl*, *hold your breath*, *odor*, *perfume*, *deodorant*, *statue*, *stand still*, *promotional event*, and *voice artist*.

**★ CHALLENGE** Have students work in pairs to say which of the jobs in the infographic they think they can do. Encourage students to talk about their abilities.

**B** Have students preview the task. Encourage them to practice listening selectively for the information they need to complete the activity.

**▶ 4.4** Play the audio. Elicit ideas from students about the context of the conversation. Ask them where the two speakers might be or what they might be doing. Some ideas include a job fair, looking at job advertisements online or in a newspaper, and on a job board at school.

Point out that the conversation introduces the question *How about becoming a (job title)?* Note that this question is not introduced in the language chart on page 31, but it is a useful question for students to know for speaking activities later in the unit.

**C** Have students read over the questions and choices individually before playing the audio.

## 4B

# What talents do you have?

**LANGUAGE FOCUS** Describing talents and abilities

**A** Read the information. Which of these jobs do you think you can do? *Answers will vary*

## TURNING TALENT INTO CASH

Do you have a unique (独一无二的) talent? There's a job out there waiting for you!



### Pearl diver

Are you good at swimming underwater? Can you hold your breath for a long time? Pearl divers (潜水采珠人) earn their money by collecting pearls from the bottom of the sea.



### Human statue

Perhaps your only ability is that you can stand perfectly still (一动不动地). Well, there's still a job for you! You can get paid for dressing up as a statue (雕塑) in public as part of promotional (促销性的) events.



### Odor tester

Some people even make a career out of a good sense of smell. Odor (气味) testers make a living by testing the smell of things like perfumes (香水) and deodorants (除臭剂).



### Voice artist

If you can speak in different, funny voices, how about becoming a voice artist? Providing voices for characters in animations (动画片) can get you a pretty good salary.



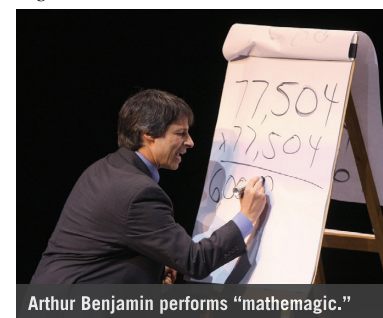
**B ▶ 4.4** Two people are talking about the jobs above. Listen and complete the sentences.

- 1 The woman can't swim underwater very well.
- 2 The man thinks he could become a(n) voice artist.



**C ▶ 4.5** Listen to the introduction to Arthur Benjamin and choose the best answer to each question.

- 1 What does Benjamin invite the audience to do on stage?
  - a To demonstrate proper use of a calculator.
  - b To prove that he is not cheating on stage.
  - c** To have a calculating race.
  - d To learn how to do magic.
- 2 Why is Benjamin called a mathematician?
  - a He used to be a mathematician.
  - b He often does magic in class.
  - c** He solves math problems very fast.
  - d He is an outstanding mathematician.



Arthur Benjamin performs "mathemagic."

**▶ 4.5** Play the audio. Check answers as a class.

**➡ EXTENSION ACTIVITY** Have students work in groups to summarize the story about Arthur Benjamin. Tell them to watch Arthur Benjamin's TED Talk online. Ask them to share their impressions of his unique skill.

See **Content Note** on the right for more on Benjamin. Note that he has given three TED Talks. His first talk was the Mathemagic show.

### Content Note

Arthur Benjamin is a mathematics professor whose lectures range from advanced theoretical mathematics to "magic" shows that show off his ability to quickly do large calculations in his head. His first TED Talk was in 2005, and he has given three so far. He is the author of *The Magic of Math: Solving for x and Figuring Out Why*.

SPEAKING Talking about abilities

A Study the language in the chart. Pay attention to the use of **can** and **can't**.

Describing abilities and talents		
Are you good at	languages? writing essays?	Yes, I am. No, I'm not.
Do you know how to	read Japanese? speak Spanish (西班牙语)?	Yes, I do. No, I don't.
Can you	play a musical instrument? ride a bike?	Yes, I can. No, I can't.
What abilities or talents do you have?		I can run quickly. speak Spanish fluently. solve word problems easily. read Korean (韩语) well.

For more information on **can** and **can't**, see Grammar Summary 4 on page 125.

B Read the list of questions below. Complete the last two questions with other unusual abilities or talents. **Answers will vary**

Can you say the alphabet backward?	
Can you stand on one foot for 20 seconds?	
Do you know how to say hello in French?	
Can you touch your toes without bending your knees?	
Do you know how to sing "Happy Birthday" in English?	
Do you know how to _____?	
Can you _____?	

C Walk around the class and ask the questions on the list above. If someone answers "yes" to a question, have them demonstrate that ability to you. Then write down their name. Find a different person for each talent. **Answers will vary**

OK, can you say the alphabet backward?

Yeah, I think so. Watch me. I'll show you.

B Ask students to look over the chart. Give them time to add new abilities. Encourage students to think of unique, fun abilities. Explain that students should be able to demonstrate the talent for them in class. Some examples include *beatboxing*, *dancing ballet*, *not blinking for 30 seconds*, and *whistling a tune*.

C Read the questions aloud as students repeat. Give students 5–10 minutes to find classmates that can do each thing. Tell students to prove their talents with a demonstration.

After students are finished, have a class discussion about the survey. Ask students to comment on who is good at what. Tell students to share their impressions of their classmates, for example,

*Jun is really good at singing "Happy Birthday." I want him to sing to me at my next birthday party!*

SPEAKING

A Have students read over the language chart. Tell them to pay attention to both positive and negative answer options for each question.

Have students read aloud. Draw students' attention to the reply column to review that the verbs in the Yes/No replies match the verbs in the questions.

Direct students to page 125 for more information.

Language Note

The questions in the language chart show how to ask about abilities using the present simple tense. For the question *Are you good at ... ?* point out that we use a noun or a *-ing* verb. Remind students that *can* means *to be able to*, so we often use *can* when talking about abilities.

Remind students that they learned *What kind of ... ?* in Unit 1 when talking about likes and interests. Point out that they can also use that question here: *What kind of talents do you have?* Note this could be an alternate to the title question of the lesson: *What talents do you have?*

4C

# The orchestra in my mouth

## LESSON OVERVIEW

**Aims:** Watch and understand a demonstration of beatboxing; observe a speaker introducing a topic.

**Target Vocabulary:** allow, pursue, sound (n.), voice (n.)

**TED Talk Summary:** Australian hip-hop artist Tom Thum entertains the TED audience with his animated beatboxing skills. Using only his voice and mouth, he is able to replicate the sounds of an entire band or orchestra. He also gives a demonstration of Kaoss pads, which is the technology he uses to put all his different vocal sounds together. This unusual skill not only led him to the TED stage, but it has taken him around the world performing and speaking about beatboxing.

## PREVIEWING

Read the paragraph aloud as students read along. Remind students that they saw the preview video of Tom Thum in the **Warm Up**.

Draw student's attention and elicit ideas about the lesson title: *The orchestra in my mouth*.

Check answers as a class. Elicit example sentences for each vocabulary word.

## VIEWING

**A** Have students read the sentences. Tell them to practice listening selectively because they already know the information they need to listen for.

▶ **4.6** Play Part 1 of the TED Talk. Check answers as a class.

Elicit the statements with the target information. Write on the board:

4C

# The orchestra in my mouth

## TED TALKS

TOM THUM has an interesting talent. He is a beatboxer (节奏口技表演者). This means he can make unusual **sounds** with his **voice**. His idea worth spreading is that our talents can **allow** us to **pursue** amazing and sometimes surprising careers.



## PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- 1 follow: pursue
- 2 the sound when you speak: voice
- 3 what we hear: sounds
- 4 let: allow

## VIEWING



**A** ▶ **4.6** Watch Part 1 of the TED Talk. Circle the correct words to complete the sentences.

- 1 Tom Thum makes sounds using (**his voice alone** / his voice and microphone effects).
- 2 Tom Thum comes from (**Brisbane** / Sydney), Australia.



**B** ▶ **4.7** Watch Part 2 of the TED Talk. Check [✓] the things that Thum says the technology allows him to do.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> sound like a musical instrument | <input type="checkbox"/> play his voice backward                       |
| <input checked="" type="checkbox"/> mix sounds together             | <input checked="" type="checkbox"/> play his voice over and over again |



**C** ▶ **4.8** Watch Part 3 of the TED Talk. What kind of music does Thum perform? jazz

## D CRITICAL THINKING

**Synthesis** Who do you think is more talented—Tom Thum, Sleepy Man Banjo Boys or Lang Lang (朗朗)? Discuss with a partner. Answers will vary

## VOCABULARY IN CONTEXT



▶ **4.9** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.  
1.b 2.a 3.b 4.c

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1. *All the sounds you just heard were made entirely by using my voice.*
2. *You know, I'm from Brisbane, which is a great city to live in.*

**B** Have students preview the task.

▶ **4.7** Play Part 2 of the TED Talk. Give students time to note their answers.

**C** ▶ **4.8** Play Part 3 of the TED Talk. Then check answers as a class. Go over any unfamiliar language. See **Language Note** on the right.

## Language Note

Tom Thum refers to the audience as *you guys*, which is a casual way to address a group. Tom Thum's TED Talk has a very informal tone.

The adjective *stoked* is slang for *happy*.

When the audience applauds, the speaker says *Mom! I made it!* He is pretending to call out to his mother, so she can see how successful he has become.

**D CRITICAL THINKING** Read the questions aloud. Tell students to



PRESENTATION SKILLS Introducing a topic

Introducing your topic helps the audience know what to expect and helps the speaker structure the talk. Here are some useful phrases.

*I'm going to discuss ... I'd like to share with you ...*  
*I want to show you ... I'd love to give you some perspective on ...*  
*I want to tell you about ... I'd like to give a demonstration of ...*



- A** ▶ **4.10** Watch the excerpts from Tom Thum's TED Talk. How does he introduce his topic? Complete the sentences.

- 1 "I'd like to give you guys a bit of a demonstration about what I do."
- 2 "I would like to share with you some technology that I brought ..."



- B** ▶ **4.11** Read the following introductions to the TED Talks from the previous units. Write **a**, **b**, or **c** in each blank. Watch the excerpts to check your answers.

- 1 **Robbie Mizzone (Sleepy Man Banjo Boys)** "I'm just going to b."
- 2 **Jessi Arrington** "I'd really love to c."
- 3 **Chris Burkard** "I would love to a."  
a give you a little perspective on what a day in my life can look like  
b take a second to introduce the band  
c show you my week's worth of outfits right now

- C** Choose one of the topics below. Give a one-minute talk on that topic to your partner. Remember to introduce the topic first. *Answers will vary*

a talented person you know      a job you'd like      someone who has a job they love

“My name's Tom Thum,  
and I'm a beatboxer.”



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discuss with a partner the abilities and talents of the three different musicians. Point out that the question is not asking which performance the students enjoyed more, but which performer is more talented.

To support their discussion, write on the board:

*Tom Thum can / The Sleep Man Banjo Band can / Lang Lang can ...*

*Tom Thum knows how to / The brothers know how to / Lang Lang knows how to ...*

*Beatboxing / Bluegrass / The piano is ...*

- ➔ **EXTENSION ACTIVITY** Divide students into small groups based on who they think is more talented. Tell groups to talk about how the musicians can use their talents throughout their lives. Ask students to come up with a list of ideas for jobs other than musician for each of the performers. Have groups present their lists to encourage a class debate about which skill is more versatile: playing an instrument or beatboxing.

VOCABULARY IN CONTEXT

- ▶ **4.9** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

- A** Read the materials in the **Presentation Skills** box aloud as students read along. Have students repeat each of the introductions. Point out that just like with self-introductions, a topic can be introduced in a formal or informal manner.

- ▶ **4.10** Play the video and check answers as a class. Elicit the informal language that Tom Thum uses when introducing his demonstration. (*you guys*)

- B** Have students work individually to complete the sentences.

- ▶ **4.11** Play the video and check answers as a class.

Point out that introductions in the TED Talk are more informal than the examples in the **Presentation Skills** box. Note that in general, TED Talks are informal and friendly, but in academic or business settings, formal language is more appropriate.

- C** Point out that the topics are ones that students have discussed in the units so far, so they should be well prepared.

4D

# The right job

## LESSON OVERVIEW

**Aims:** Role-play a job interview; practice conversation fillers; describe an ability.

## COMMUNICATING

- A** Give students time to read the instructions. Explain that they are going to role-play an interview between a job agency and someone looking for work.

Assign each student to A or B. Student A should ask all the questions and take notes as Student B answers.

Read the expressions in the **Conversation fillers** box aloud. Explain that these are phrases that we say while thinking and speaking at the same time. Point out that fillers are more like sounds than words. Have students practice saying each.

- B** Give students time to complete both interviews. Make sure they take notes on their partner's answers.

- + SUPPORT** Write an opening for students to use at the beginning of the interview:

A: *Thank you for coming today.*  
B: *Thank you for meeting with me.*

- C** Have students turn to Student Book page 107 for job opening information. Tell students to read each job description and choose two jobs to recommend.

Explain that they should consider both their partner's skills and interests when recommending a job.

- ★ CHALLENGE** Have students ask about job skills. Some examples include:

*Are you good with children? Can you swim? Do you know how to use a computer?*

## 4D The right job

**COMMUNICATING** *Recommending a job* *Answers will vary*

- A** Work with a partner. Read the information below. Then do a roleplay.

**Student A:** You work for an employment agency. You have jobs to fill. Interview Student B using the questions on page 107. Ask for extra information. Note your partner's answers.

**Student B:** You need a job. Student A works for an employment agency. Answer his or her questions.

### Conversation fillers

Well ... Um ... Let's see ... Hmm ...  
So ... OK ... You know ...

- B** Now switch roles.

- C** Turn to page 107 and look at the list of job vacancies. Think about your partner's abilities and preferences. Find two or more jobs that are suitable for your partner.

- D** Recommend jobs to your partner. Say why you think each job is good for him or her. Does your partner agree?

Underwater photographer is a good job for you. You said you're good with animals, and you can swim well.

OK, yes, that sounds interesting. Anything else?



**CRITICAL THINKING** *Answers will vary*

**Reflecting & Synthesis** Do you know of anyone who has an unusual talent and has turned it into a career? Describe that person to the members of your group. After all the group members have described someone, discuss what these people have in common.

- D** Explain that students should give reasons for their job recommendations. They should also explain the advantages of the job.

Encourage them to also explain the disadvantages if they are not interested in taking it.

Point out that they may know of a person who turned an unusual talent into a career through books or movies, or that this could be someone they know personally. Ask them to take turns to describe the people's talents. Then, try to find out any similarities in their stories of turning a talent into a career.

## CRITICAL THINKING

Read the questions aloud as students read along. Have them work in groups.



# 5 Technology

“I don’t have feathers. But I feel like a bird sometimes.”

Yves Rossy  
Jetman, TED speaker

## UNIT GOALS

### In this unit, you will ...

- talk about how technology affects our lives.
- watch a TED Talk about the excitement and challenges of flying.
- describe an item of technology and analyze its usefulness.

## WARM UP



▶ **5.1** Watch part of Yves Rossy's TED Talk. Answer the questions with a partner.

- 1 Would you like to fly like Rossy? Why or why not?  
*Answers will vary*
- 2 How is this different from other types of flying?  
*Answers will vary*

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## UNIT GOALS

The unit focuses on how technology is trying to improve the human experience. From jet wings to drones, from smartwatches to self-cleaning clothes, students are introduced to a variety of gadgets that attempt to make our lives easier and more exciting. Students will use *How many* and *How much* to ask questions about how technology works, and quantifiers to give accurate responses. By the end of the unit, students will be able to describe gadgets, as well as offer an analysis of their usefulness.

## TED Speaker

Yves Rossy is a former military pilot who designed a machine to make himself into a Jetman.

## TED Talk Summary

Watch Rossy soar through the sky in a some incredible video footage. Rossy then talks about his experiences in a question-and-answer session with the TED moderator.

## Idea Worth Spreading

Integrating our bodies with new technology is allowing us to achieve new physical feats.

# 5 Technology

## WARM UP

Have students look at the picture, caption, and quote on the page. Draw students' attention to the job title *Jetman* in the caption and elicit ideas about its meaning. Make sure students understand that a jet is a kind of airplane engine.

Write on the board: *I feel like a bird.*

Elicit the meaning of the sentence.

## Language Note

Rossy uses the language *I feel like a* to compare himself to something that is not a human. It can also be used to compare the subject to something unreal or exaggerated. Additional examples include *I feel like a robot*; *I feel like a zombie*; *I feel like a movie star*.

▶ **5.1** Play the preview clip of the TED Talk.

For question 1, encourage students to talk about advantages and disadvantages using the language they learned in Unit 4.

For question 2, encourage students to use *but* when talking about differences.

➡ **EXTENSION ACTIVITY** Have students flip through the unit to see the various technology that is introduced and ask students to choose one that they would like to try. Tell them to explain why they would like to try out that gadget.



# 5A

## It's the latest thing.

### LESSON OVERVIEW

**Aims:** Learn adjectives to describe gadgets; listen to a person talking about how drones help with his work; practice talking about a gadget.

**Target Vocabulary:** easy to use, expensive, fast, fun, light, modern, strong, thin

### VOCABULARY

**A** Have students read the information before matching the words with their opposites. Check answers as a class. Elicit examples of things that each word could be used to describe. Some examples include the following:

*easy to use:* a toaster  
*expensive:* a house  
*fast:* a train  
*fun:* an amusement park  
*light:* a feather  
*modern:* a skyscraper  
*strong:* metal  
*thin:* a slice of bread

**B** Go over the meaning of each number rank. Then have students work individually to write their answers. See **Language Note** for more information about each of the gadgets.

### Language Note

In regards to technology, the modifier *smart* is used to show that a device has additional uses usually connected to the Internet. A *smartphone* can be used as a computer, a camera, an alarm clock, etc. A *smart TV* can record your shows for you when you aren't home, and a *smartwatch* is like a personal computer and video phone for your wrist.

A *personal drone* could be used for taking photos or videos, delivering items, or even flying humans to other locations (like a helicopter).



More and more people now own a personal drone.

## 5A It's the latest thing.

### VOCABULARY Gadgets (设计精巧的装置)

**A** Read the paragraphs below. Then write each **bold** word next to its opposite.

Most smartwatches (智能手表) have a very cool, **modern** design. They're **easy to use** and link with your smartphone (智能手机) so you get all your messages as **fast** as possible.

While many people still buy books, others prefer e-readers (电子阅读器). Recent models are extremely **light** and **thin**, but they're also very **strong**. You can download (下载) books directly to your device (设备).

Personal drones (无人机) are becoming more and more popular. They're great **fun** and easy to fly. But they can be **expensive**—from \$500 on up.

- |   |                                 |
|---|---------------------------------|
| 1 boring ≠ <u>fun</u>                   | 5 old-fashioned ≠ <u>modern</u> |
| 2 cheap ≠ <u>expensive</u>              | 6 slow ≠ <u>fast</u>            |
| 3 difficult to use ≠ <u>easy to use</u> | 7 thick ≠ <u>thin</u>           |
| 4 heavy ≠ <u>light</u>                  | 8 weak ≠ <u>strong</u>          |

**B** How important are these gadgets to you? Write a number 1–4 to show your opinion about each one.

1 = I can't live without mine.  
 2 = I like having one.

3 = I'd like to get one.  
 4 = I don't need one.

Answers will vary

- |                            |                                  |
|----------------------------|----------------------------------|
| _____ a smartphone         | _____ a smart TV                 |
| _____ a game console (游戏机) | _____ a smartwatch               |
| _____ a tablet (平板电脑)      | _____ a personal drone           |
| _____ an e-reader          | _____ a universal remote (万能遥控器) |

**C** Work with a partner. Share your ideas.  
 Answers will vary

I can't live without my game console.

Really? I don't need one. I play games on my tablet.

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A *universal remote* refers to one remote control that can be used for various appliances in your home.

**C** Model the conversation with a student.

**EXTENSION ACTIVITY** Have students name their No.1 gadget for each rank. For example, which gadget can they not live without? Which gadget don't they need? Have them share and compare lists with their partners.

### LISTENING

Read **Listening for attitude** aloud as students read along. Explain more about positive and negative words. Point out that this mostly refers to modifiers.

Explain that a speaker's tone is also very important for understanding attitude. Model a simple sentence with two different tones to demonstrate how meaning can change: *You're funny*. With a friendly tone, the speaker is being complimentary; with an unfriendly tone, the speaker is being defensive or insulting.

## LISTENING How I used drones to make an amazing video

### Listening for attitude

In order to understand a speaker's attitude or opinion about something, listen for positive or negative words or phrases. Sometimes a speaker's tone can also give you a clue.



- A** ▶ **5.2** Sam Cossman is an explorer and filmmaker. What did he study in Vanuatu (瓦努阿图共和国, 位于南太平洋)? Watch the video and circle the correct answer.

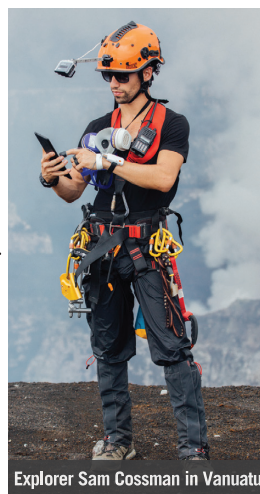
a a giant cave      **b** a volcano (火山)      c a temple

- B** ▶ **5.2** Watch the video again. Circle the correct options.

- Cossman used drones to **(take images / measure the temperature)**.
- Some drones were destroyed because of the **(strong winds / heat)**.
- Cossman also used a special **(suit / car)** to get close.
- Cossman said he **(was / wasn't)** afraid during his experience.

### C CRITICAL THINKING

**Applying** What else could drones help to study? Discuss with a partner.



Explorer Sam Cossman in Vanuatu

## SPEAKING Talking about gadgets



- A** ▶ **5.3** Sometimes, less important, short words in English are reduced—they are pronounced quickly or even combined with other words. Read the conversation and underline the parts where incomplete plosion may occur. Then listen and check your answers.

A: Is that a smartwatch?

B: Yeah.

A: How do you like it?

How is it? / What do you think of it?

B: Oh, I love it. It looks cool, and it's really easy to use. user-friendly / practical

A: Yeah? What does it do?

B: Oh, a lot of things. For example, it can connect to lots of / so many my smartphone and send me messages.

A: Great. How much do they cost?

How much are they? / What do they cost?

B: This one was \$200. But the newer ones cost more.

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** Work with a partner. Choose one gadget that you know about. What do you like or dislike about it? Share your opinions.

I have a new tablet.

What do you think of it?

It's OK. It's really light, but it's not very easy to use.

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### Language Note

Adjectives express your attitude about a subject. Some adjectives have a stronger tone, for example, *bad*, *weak*, and *useless* are generally considered negative words, while *good*, *strong*, and *useful* are positive.

Note that many words have a connotative meaning in addition to their dictionary meanings. A word's connotative meaning expresses the speaker's feeling. For example, you can describe someone as *childish* (negative) versus *childlike* (positive).

- A** ▶ **5.2** Play the video. Have students circle the correct option as they watch.

- B** Remind students to also listen for the adjectives that the speaker uses in order to understand the speaker's attitude.

- ▶ **5.2** Give students time to preview the task. Play the video again. Have students circle the correct options as they watch.

Make sure students understand that the speaker feels positive about the technology even though he lost some of the drones.

- C CRITICAL THINKING** Encourage students to think about their own topics of study at school and how drones could assist with research. Have each pair share one topic or idea with the class.

## SPEAKING

- A** Explain incomplete plosion. Have students work individually. Then discuss answers as a class.

When the release stage of a plosive sound (*p, b, t, d, k, g*) is missing, repressed or delayed, it is known as incomplete plosion.

Incomplete plosion takes place in a word or at a junction of words when a plosive is followed immediately by another plosive, or a fricative (*f, v, θ, ð, s, z, ʃ, ʒ, h, r*), or an affricate (*tʃ, dʒ*), or a nasal sound (*m, n*), or a lateral sound (*l*).

- ▶ **5.3** Play the audio. Ask students to pay attention to the plosives undergoing incomplete plosion.

- B** Model the conversation aloud with a student using one set of the alternatives. Have students work in pairs to practice the conversation. Make sure they alternate between A and B.

Point out that the word options at the right are all alternate options with the same general meaning as the first option. Note the questions especially, as knowing more than one way to ask the same thing is very useful. Write on the board:

*What do you think of it? = How is it? = How do you like it?*

*How much do they cost? = How much are they? = What do they cost?*

- C** Have students work in pairs. Ask students to think of a most interesting new gadget. Model the conversation in the textbook with a volunteer.

- ➕ **SUPPORT** Elicit or introduce possible opening questions for the conversation. Write them on the board along with the other questions from **A**:

*Do you have any new gadgets?  
Have you bought any new gadgets lately?*

# 5B

## What does it do?

### LESSON OVERVIEW

**Aims:** Read an infographic about wearable technology; use quantifiers; talk about a smart gadget.

**Infographic Summary:** The infographic displays new trends in wearable technology, from smart accessories to a vibrating tattoo. Each item aims to make the daily life of the wearer easier or more entertaining.

### LANGUAGE FOCUS

**A** Have students read the infographic. Ask them if they have used or seen any of the items in the infographic. Have students share their experiences if they've used any of the technology.

**B** Have students preview the task.

**5.4** Play the audio. Check answers as a class.

Note that the *fitness band* mentioned in question 2 refers to a bracelet that tracks how many steps you take, as well as the number of heartbeats and the quality of your sleep during the night.

**C** Have students read over the questions and choices individually before playing the audio.

**5.5** Play the audio to check answers.

**★ CHALLENGE** Elicit a summary of the content. Ask students to describe a hoverboard and its use.

**➡ EXTENSION ACTIVITY** Search online for a video of the Lexus hoverboard and show it to the class. Divide the class into groups of three or four. Ask them to talk about some possible uses for the hoverboard. Tell them to also talk about advantages and disadvantages. Then have each

# 5B

## What does it do?

**LANGUAGE FOCUS** Discussing technology

**A** Read the information. Which piece of wearable technology would you like to wear? *Answers will vary*

### WEARABLE TECHNOLOGY

Check out the latest wearable gadgets. Some are available now, and others you may use in the future.

**Spray (喷射) -on clothes**  
Just spray on your skin and let it dry. You are left with real clothing that you can even wash.

**Smart glasses**  
These allow you to record or watch video. They also add useful information to what you see.

**Smart bracelet (智能手环)**  
The smart bracelet can change color when your friends are nearby. It also lets you know when you get a message on your phone.

**Vibrating tattoo (震动纹身)**  
A special substance makes your skin vibrate every time you get a message or call on your cellphone.

**Gaming vest (游戏背心)**  
Ouch! Wear it while you play computer games. You feel what it's like when someone hits you.



**B** **5.4** Two people are talking about gadgets. Watch the video and complete the sentences.

- The woman uses the smart glasses to take pictures.
- The man's fitness band can track his heart rate and tell him how far he walks each day.



**C** **5.5** Listen to the introduction to hoverboards and choose the best answer to each question.

- How high can hoverboards fly?
  - Several kilometers into the air.
  - a** A few centimeters above the ground.
  - To the top of a hill.
  - To the top of a tree.
- Which of the following statements is TRUE about hoverboards?
  - a** They sell well.
  - They are cheap.
  - They work on all places.
  - They are easy to use.



group report their impression of the hoverboard to the class and share whether they think it would be useful for them or not.



SPEAKING Talking about technology

A Study the language in the chart. Pay attention to **quantifiers**.

Describing things and how they work		
What does your smartwatch do?	It <b>can</b>	connect to my smartphone. play music.
What do you use it for?	I use it	<b>to pay</b> for things. <b>to track</b> my heart rate.
<b>How many apps</b> do you have on your smartphone?	Quite <b>a lot</b> . <b>Not many</b> . It's new. Only <b>a few</b> right now.	
<b>How much battery life</b> does it have?	Quite <b>a lot</b> . I only charge it at night. <b>Not much</b> . I charge it twice a day. Only <b>a little</b> . I need to recharge it every few hours.	

For more information on **quantifiers**, see Grammar Summary 5 on page 125.

B Work in a group. Discuss how to make wearable technology from the items below, or other items that you have chosen.

a hat	socks	sneakers (运动鞋)	a scarf	a ring	earrings (耳环)
-------	-------	----------------	---------	--------	---------------

C Choose one of your group's ideas for a new wearable technology. Give the gadget a name and make notes about it.

Name:

What does it do?

How does it work?

D Join another group. Share your ideas.

I'd like to tell you about the Smart Ring.

OK. What does it do?

Well, it can connect to my smartphone, and it changes color when I get a text message.

B Divide the class into groups of three or four. Tell groups they can also think of another item not on the list. Explain that groups should brainstorm a number of different ideas.

Point out that the item should not be a kind of wearable technology that students have already read about in the textbook.

C Ask students to describe the gadget that they've decided to make. Remind students to review the language chart above to support their descriptions.

D Tell students that they are going to present their technology to another group. Divide the class into new groups, with one member from each gadget group in a new group so that every student is presenting on his or her item.

Model the example conversation with a volunteer. Remind students to use all the presentation skills they've learned so far in the textbook: introducing a topic, body language, thanking the audience.

★ **CHALLENGE** Have group members ask each other more specific questions about their gadgets. For example, *How long does the battery last? How much does it cost?*

➡ **EXTENSION ACTIVITY** Have groups make a poster-type advertisements for their gadgets. Or, have them act out commercials to sell their items.

SPEAKING

A Have students read over the language chart. Ask them to pay attention to both answer options for each question. Draw students' attention to the quantifiers. See **Language Note** on the right. Direct students to page 125 for more information.

Language Note

*I only got a few correct answers on the exam.*

A *quantifier* generally comes before a noun or adjective to indicate something about the number of that item: *We have a lot of TVs in my house.*

Point out that the quantifiers listed avoid giving specific answers to detailed questions. For example, instead of saying how much you paid, you simply say *not much*. Note that in this way, vague quantifiers like this are a good

way to reply to questions you don't feel comfortable answering, such as questions about money. They are also useful when you don't know the exact amount.

Note that *many* is also a common quantifier, but we would not answer a *How many?* question with *many*. However, we can answer it with *Not many*.

5C

# Fly with the Jetman

## LESSON OVERVIEW

**Aims:** Watch and understand a talk about using a jet wing; use gestures effectively.

**Target Vocabulary:** aircraft, altitude, climb, speed

**TED Talk Summary:** The flying adventures of Jetman, Yves Rossy, are introduced in a narrated video at the beginning of the talk. TED moderator Bruno Giussani then has a question-and-answer session with Rossy during which they explore how and why Rossy became Jetman. Rossy explains that his interest began with his career as a pilot and then his experience with free falling. As technology gets more advanced, he plans to make even greater improvements to his machine so that everyone can use it safely.

## PREVIEWING

Read the paragraph aloud as students read along.

Have students work individually to match the words and definitions. Check answers as a class, eliciting sample sentences for each vocabulary word.

## VIEWING

**A** Explain that unlike the other TED Talks so far, this one starts with a narrated video about Rossy. Part 1 actually has four different speakers: the narrator, two commentators, and the TED moderator.

Tell students to preview the task and listen selectively for the cause-and-effect information.

**5.6** Play Part 1 of the TED Talk. Have students work individually to answer the questions. Then check answers as a class.

5C

# Fly with the Jetman (单人飞行器)

## TED TALKS

YVES ROSSY's idea worth spreading is that by integrating (融为一体) our bodies with new technology, we can experience the thrill (激动) of "pure" flying. In his unique **aircraft**, he can **climb** to an **altitude** of several thousand meters. He can also go fast—at one-third the **speed** of a passenger plane.



## PREVIEWING

Read the paragraph. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- |  |                             |
|--|-----------------------------|
| 1 how fast something moves: <u>speed</u>     | 3 height: <u>altitude</u>   |
| 2 planes, helicopters, etc.: <u>aircraft</u> | 4 move upward: <u>climb</u> |

## VIEWING

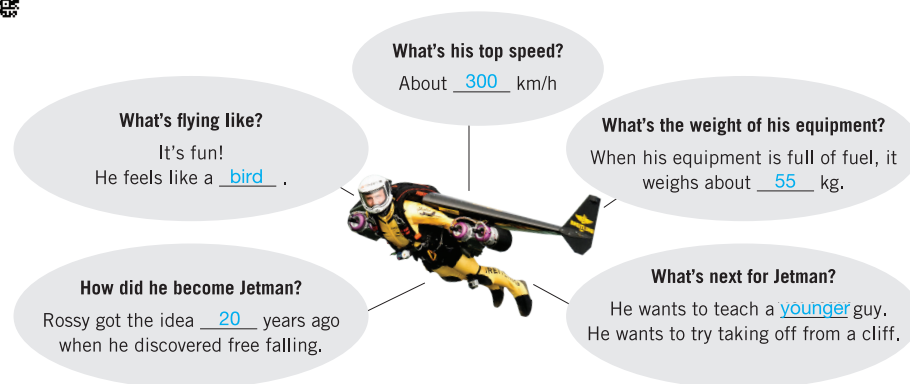


**A** **5.6** Watch Part 1 of the TED Talk. What happens when Rossy does these things while flying? Match the sentences 1-2 with the choices a-c. There is one extra.

- |                                    |                  |
|------------------------------------|------------------|
| 1 He arches his back.              | a He flies up.   |
| 2 He pushes his shoulders forward. | b He turns.      |
|                                    | c He flies down. |



**B** **5.7** Watch Part 2 of the TED Talk. Complete the notes.



**C CRITICAL THINKING** Answers will vary

**Analyzing** Rossy hopes that his kind of flying "will be for everybody" in the future. How does the technology need to improve for this to be possible? Discuss with a partner.

**B** Explain that in Part 2, students will hear Rossy give answers to the moderator's questions.

Have students carefully read the mind map and try to fill in the missing words before watching the video.

**5.7** Play Part 2 of the TED Talk. Give students time to note their answers. Then check answers as a class.

**C CRITICAL THINKING** Encourage students to build on the discussion about what Rossy needs to improve his machine to make it more user-friendly.

Tell students to use the specific vocabulary that they've learned in this unit for talking about aircrafts. Remind them to also use the language they've learned for talking about advantages (good points) and disadvantages (bad points).

## VOCABULARY IN CONTEXT



- ▶ **5.8** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.  
1.b 2.b 3.c 4.b

## PRESENTATION SKILLS Using gestures effectively

Gestures can be important when presenting to a group. These tips can help you use gestures effectively.

- Keep your hands relaxed for most of the presentation.
- Make gestures large enough for your audience to see.
- Use gestures to make words and ideas easier to understand.



- A ▶ **5.9** Watch part of Rossy's talk. Check [✓] the things that he does.

- ☒ He uses his hands to show how big something is.
- ☒ He gestures with one hand to the equipment behind him.
- ☐ He taps his finger against his head to show he is thinking.
- ☒ He uses his hands to show how the harness goes around him.

- B Work with a partner. Read the excerpt below from Chris Burkard's TED Talk. Discuss what kinds of gestures Burkard might make. *Answers will vary*

"There's only about a third of the Earth's oceans that are warm, and it's really just that thin band around the equator (赤道)."



- C ▶ **5.10** Watch the excerpt. What gestures does Chris Burkard actually make?

He uses his hands to make a gesture for a third;  
He uses his hands to show a thin band around the equator.



“It's really an unreal feeling.”

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- ➕ **SUPPORT** Give students some topics to consider in their discussions: the weight of the aircraft, its speed, the skill necessary to control it, the additional equipment necessary, etc.

- ➔ **EXTENSION ACTIVITY** Have students go online to *jetman.com* and watch the commercial that features Rossy flying next to a plane. Then ask students to work in pairs to discuss whether they would like to try Rossy's machine or not.

## VOCABULARY IN CONTEXT

- ▶ **5.8** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

## PRESENTATION SKILLS

- A Explain to students that gestures are one form of body language. Have students turn to Unit 2 page 15 to review what they learned about effective body language.

Read the information in the box aloud as students read along.

- ▶ **5.9** Play the video and check answers as a class.

Explain that Rossy is using gestures to make his explanation about the process of how he flies.

- B Tell students that they are going to read part of Chris Burkard's TED Talk from Unit 3. As they read, ask students to think about what kind of gestures Burkard uses. Have students read to a partner to show their gestures.

- C ▶ **5.10** Play the video. Have students work with a partner to read the sentence from B and mimic Burkard's gestures.

## Content Note

Gestures mostly involve moving your hands and arms, but can also include facial and body movements. Gestures may also have some relation to culture. Some cultures use gestures more than others.

For students to develop a sense of what kind of gestures are natural for English speakers, draw their attention to the body language of every TED speaker they watch. Encourage students to mimic the gestures they see.

- ➔ **EXTENSION ACTIVITY** Have students work in pairs. Tell students to communicate their opinions about Rossy's machine, and reasons for those opinions, using only gestures. Partners must guess what the gesturer is communicating.



5D

Great idea!

LESSON OVERVIEW

**Aims:** Respond to ideas; evaluate a popular app.

COMMUNICATING

**A** Tell pairs to make a list of all the apps they use regularly. Ask them to comment on what’s useful and entertaining about the apps. Some popular types of apps with practical applications include: dictionary and translation apps, note-taking apps, apps with a GPS, calorie counting and diet apps, weather apps.

**B** Explain that good apps are useful, entertaining, or both. Point out that the main goal is for students to design a useful app that makes daily life easier. Encourage them to make their apps entertaining, too.

Tell pairs to brainstorm some problems in their daily lives. Ask them to choose one problem and design an app that can help solve or improve that problem. Give students time to write their descriptions.

Write on the board:  
Our app idea is ...  
It can ...  
You just ...  
It tells you ...  
It can help you ...

**C** Give pairs a few minutes to practice their presentations with gestures. Encourage students to use all the presentation skills they’ve learned in the textbook so far: introducing yourself, using effective body language and gestures, introducing the topic, and thanking the audience.

Encourage the students to respond with feedback after a presentation is made. Read aloud the phrases from **Responding to ideas** as students repeat. Tell them to use these phrases, and ask questions to get more details.

5D Great idea!

**COMMUNICATING** A new app Answers will vary

- A** Work with a partner. Think of some apps that you use or know about. Discuss what you like about them.
- B** Think of an idea for a new app. Think about a problem it can solve or how it can make your life easier. Then prepare a short description of the app to try to “sell” the idea to a group of investors.
- C** Take turns presenting your ideas to the class (the investors). Use gestures to help demonstrate how it works.



Responding to ideas

- Good idea! That’s a great idea! Interesting! Tell me more.
- Tell me about it! That’s so true! Brilliant!

**D** Take a class vote. Which app would be the best investment?

**CRITICAL THINKING** Answers will vary

**Applying & Analyzing** WeChat is one of China’s most popular messaging apps now. Fill out the table below with information about WeChat. Then, work in a group and share your ideas with each other.

Current Uses of WeChat	Potential Uses of WeChat	How WeChat must Change to Stay a Success

**D** After the discussion, take a vote and announce the winner.

Ask students to choose one app to support. Before the students vote, have them hold a “meeting of investors.” Ask the class to discuss their favorite apps. Tell students to comment on the app they are thinking of voting for. Tell them to offer a reason why they like the app and think it’s a good idea.

individually. Then, ask them to discuss in groups. Ask for a volunteer from each group to present their ideas to the class.

CRITICAL THINKING

Read the questions aloud as students read along. Have them fill up the table



**Daniel Kish**  
Perceptual navigation specialist, TED speaker

## UNIT GOALS

### In this unit, you will ...

- listen to and watch individuals who have faced challenges.
- watch a TED Talk about an unusual method of navigating the world.
- talk about how people you know overcome the challenges they face.

## WARM UP



▶ **6.1** Watch part of Daniel Kish's TED Talk. Answer the questions with a partner.

- 1 What challenges do you think Daniel Kish faces?  
*Answers will vary*
- 2 How do you think he deals with those challenges?  
*Answers will vary*

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## UNIT GOALS

The unit focuses on challenges and overcoming them. Students will listen to and watch individuals who have faced challenges. Students will use time clauses to share how they have overcome daily challenges and offer advice to others. Students will also practice involving the audience in an interesting way, as TED speaker Daniel Kish does in his presentation. Note that students are asked to talk about personal issues during the unit, and some sensitive topics might come up in their discussions.

## TED Speaker

Daniel Kish founded an organization that teaches people who are visually impaired how to use echolocation to stay mobile.

## TED Talk Summary

Daniel Kish, who went blind as a baby, has learned to physically navigate the world using echolocation. He makes clicking sounds and uses sonar to detect things around him. In his TED Talk, he explains this method of echolocation and demonstrates it to the audience.

## Idea Worth Spreading

We all have the ability to navigate through the darkness of personal challenges.

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# 6

## Challenges

## WARM UP

Have students look over the picture, caption, and quote on the page.

▶ **6.1** Play the preview clip of the TED Talk. Go over any unknown language.

For question 1, elicit examples of challenges. To support students' discussions, write on the board: *It's probably hard to ...*

Kish works to teach others that what most people consider disabilities are not to those who have them.

For question 2, draw attention to Kish's job title in the caption: *perceptual navigation specialist*. Elicit ideas about its meaning. Ask them how their answers change when they think of him as a *perceptual navigation specialist* versus a *blind person*.

## Content Note

Daniel Kish is a *perceptual navigation specialist*. His job is to help people with difficulty seeing to walk, run, and even cycle, regardless of how poorly they see.

## Language Note

The adjective *remarkable* indicates that something is so special that it's unusual so we should give attention to it. The verb *regard* is often used in the passive voice (*be regarded*) to say what is thought of someone: *She was regarded as a great professor*.

To *navigate* through something means to travel over it and used to talk about difficult journeys.

Note that students are asked about the meaning of the phrase *dark unknowns* in **Lesson 6C**.

➡ **EXTENSION ACTIVITY** Have students work with a partner to walk blindfolded around the room. Have a class discussion about the experience.

Unit 6 43



6A

It's a big challenge for me.

LESSON OVERVIEW

**Aims:** Use collocations to talk about daily challenges; listen for examples; talk about challenges.

**Target Vocabulary:** health problems, make friends, pressure from parents, save money, suffer from stress

VOCABULARY

**A** Have students work individually to complete the paragraph.

**6.2** Play the video and check answers as a class. Tell them to identify each of the collocations.

**B** Elicit the challenges from **A**: *suffer from stress, pressure from parents, saving money, making friends, and health problems.*

**★ CHALLENGE** Divide the class into five groups. Give each group one noun from the vocabulary list. Tell them to brainstorm a list of collocations which use that word. Let them use dictionaries, if necessary. Have each group report back to the class.

Language Note

A collocation can be a variety of combinations, such as adjective + noun (*heavy rain*), noun + noun (*weather report*), and participle + noun (*pouring rain*).

Some additional collocations for the nouns in the vocabulary list include: *health issues, in good health, under a lot of stress, feel stressed (out), handle stress, pressure at work, under a lot of pressure, stay friends, best friend, close friend, friend someone, make money, lose money, owe money, easy money, and hard-earned money.*



A waitress delivers food to customers in a busy restaurant in Memphis, United States.

6A It's a big challenge for me.

VOCABULARY Daily challenges



**A** **6.2** Complete the paragraph below using the words in the box. Watch the video and check your answers.

friends health money pressure stress

It's never been easy growing up, and students today face just as many challenges as previous generations. Many suffer from <sup>1</sup> stress —largely caused by exams and <sup>2</sup> pressure from parents to be successful. Saving <sup>3</sup> money is also difficult when you're a full-time student. Some need to take on part-time jobs to pay their tuition (学费) fees. And—as it becomes easier for students to study abroad—making <sup>4</sup> friends in a new country can also be an issue. What's more, all these kinds of worries can sometimes lead to serious <sup>5</sup> health problems, such as depression (抑郁).

**B** Work with a partner. Write each challenge from the wordbox in **A** under one of the headings below. Then add one more challenge under each heading. *Answers will vary*

It's a big challenge for me.	It's a challenge, but I can deal with it.	It's not a problem for me.

**C** Work in a group. Share your information. *Answers will vary*

Stress from exams is a big challenge for me.

Me too. But pressure from my parents is not a problem.

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**C** Model the conversation with a student. Ask each group member to talk about one challenge from **A** and one challenge that they added in **B**.

LISTENING

**A** Read **Listening for contrasts** aloud as students read along. Write the words that signal contrast on the board. Have students preview the task. Point out that they only need to answer one question.

**6.3** Play the video. Then check answers as a class.

**B** Have students preview the task and guess the answers before watching.

**6.3** Play the video again. Then check answers as a class.

**C CRITICAL THINKING** Tell students to use the **Vocabulary** and language for contrasts when possible. To support their discussions, write on the board:

*I know someone with a similar challenge. He / She ...*

*I don't know anyone with a similar challenge, but I know someone who is challenged by ...*



## LISTENING It's no big deal

### Listening for contrasts

There are certain words in English that speakers use to signal a contrast. Identifying these words is important for understanding a speaker's main message. Words that signal contrast include *but*, *however*, and *although*.



**A** ▶ **6.3** Vasu Sojitra is an adaptive skier. Who taught him to ski? Watch the video and answer the question. *Himself*

**B** ▶ **6.3** Watch the video again. Circle the correct words.

- 1 Skiing (**was** / **wasn't**) the first sport Sojitra tried.
- 2 Skiing in the backcountry (偏远地区) is a challenge because (**the snow is thick** / **there are no ski lifts**).
- 3 Sojitra (**likes** / **doesn't like**) to climb the highest mountains.
- 4 Sojitra skis (**at the same speed as** / **slower than**) his skiing partners.



Skier Vasu Sojitra skiing in the United States

### C CRITICAL THINKING

**Personalizing** Do you know anyone who faces a challenge similar to Sojitra's? Discuss with a partner. *Answers will vary*

## SPEAKING Talking about challenges



**A** ▶ **6.4** Read the conversation and mark with a slash (/) where you expect the speakers to pause. Then listen and compare your notes with when the speaker actually pauses.

A: So, / how do you like your new life / here in Spain?

B: Well, / it's a great place, / but I'm feeling a bit homesick (想家的).

A: Oh, / I know / how you feel. I felt the same / when I know what you mean / understand first moved here.

B: How did you cope? manage / get through it

A: Well, / when you move / to a new country, / it's really important / to try hard / to make some new friends. / I joined a soccer team. signed up for / became a member of

B: That's a good idea. / I like tennis. / Maybe I can find a tennis club.

A: When you join a club, / you meet people / with similar interests, / too.

B: Yeah, / I guess / you're right. / Thanks / for the advice. suggestion / help

**B** Practice the conversation with a partner. Practice again using the words on the right.

**C** Think of three challenges you face. Work with a partner. Share your challenges. Say what you do to face them.

I get a lot of pressure from my parents about my grades.

Yeah, that's tough. How do you cope?

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**C** Have students work individually to write down their challenges. Ask students to only list challenges that they feel comfortable talking about.

Model the example with a volunteer. Point out that the phrase *Yeah, that's tough* is used to show sympathy, as opposed to the phrases in the Activity **B** conversation that show empathy. Explain that students should use the phrases for empathy when they have had a similar experience and the phrases for sympathy when they are offering support.

**+ SUPPORT** Elicit or introduce possible opening questions for the conversation. Write them on the board:

*Do you have any challenges?  
What kind of challenges are you facing?*

### Language Note

Some additional phrases that can be used to express sympathy include the following:

*Wow, that's rough.  
That sounds difficult.  
That must be hard.  
I'm so sorry to hear that.*

Note that after someone talks about a challenge or a problem, it is common to also offer words of kindness or encouragement, such as:

*I hope things get better soon.  
I hope you feel better soon.  
I know you'll figure it out.  
I know you'll be back in good shape soon.*

## SPEAKING

**A** Explain *thought groups*. Have students work individually.

In spoken English, a sentence is broken into shorter units, separated by slight pauses, to help listeners organize the meaning. These shorter units are called "thought groups" and each of them covers one main idea. In the sentence below, slashes are used to mark the thought groups.

*I live in New York / because it's so much fun, / and the parks are great.*

▶ **6.4** Play the audio.

Check answers as a class. Point out the expressions given for showing empathy. Write on the board:

*I know how you feel.  
I know what you mean.  
I understand.*

**B** Model the conversation with a volunteer using one set of the alternative options. Have students work in pairs to practice the conversation. Make sure they alternate between A and B roles.

**➡ EXTENSION ACTIVITY** Have students work in pairs. Tell them to role-play one of the following situations. They should show sympathy and offer words of encouragement to each other.

*You failed a test.  
Your pet died.  
Your computer just broke.  
You got fired.*

## 6B

# How do you cope?

### LESSON OVERVIEW

**Aims:** Read an infographic about coping with stress; use time clauses; describe steps to overcome difficulties.

**Infographic Summary:** The infographic illustrates different ways to cope with stress during exam time. The eight strategies include *time management*, *exercise*, *breathing exercises*, *sleep*, *asking for help*, *time offline*, *relaxing music*, and *rewards*.

### LANGUAGE FOCUS

**A** Have students read the infographic and work in pairs. Ask them to see how many coping strategies they have in common.

**★ CHALLENGE** Encourage students to ask further questions about the coping strategies they shared. For example, *How many hours do they sleep? What kind of relaxing music do they listen to?*

**B** Have students preview the task. Point out that three ways of coping are mentioned in the audio.

**6.5** Play the audio. Check answers as a class.

**C** Have students read over the sentences individually before playing the audio. Encourage them to predict the missing words in the blanks.

**6.6** Play the audio and check the answers as a class.

## 6B How do you cope?

### LANGUAGE FOCUS Dealing with stress

**A** Look at the ideas for reducing stress. Do you do any of these things? Discuss with a partner.  
*Answers will vary*



**B 6.5** Listen to two people talking about reducing stress. What does the woman do to reduce her stress at exam time? Complete the sentences.

- Before the exam, she listens to relaxing music.
- After the exam, she rewards herself by going shopping.



**C 6.6** Fill in the blanks with the words from the recording.

- Before you start writing, read all the instructions carefully and slowly.
- Then, check the back of the paper.
- Answer the easiest questions first.
- When you find a difficult question, don't spend too much time thinking about it.
- After you finish, don't leave the room early — check your answers carefully.

SPEAKING Talking about exam stress

A Study the language in the chart. Pay attention to **time clauses**.

Describing sequence

When I get stressed, I go for a walk.  
Before the exam starts, I look over my notes one last time.  
After I finish the exam, I try not to think about it.

I feel more confident when I'm prepared for an exam.  
I listen to relaxing music before I take an exam.  
I always give myself a reward after I take my last exam.

Before you take an exam, you can do several things.

First, get a good night's sleep.  
Then, have a light breakfast.  
Next, try to get to school early.  
After that, sit alone and relax.

For more information on **time clauses**, see Grammar Summary 6 on page 125.

B Complete the sentences with your own ideas. Compare with a partner. **Answers will vary**

- 1 Before I take a difficult exam, \_\_\_\_\_.
- 2 When I don't know the answer to an exam question, \_\_\_\_\_.
- 3 After I finish an exam, \_\_\_\_\_.
- 4 When I get my exam results, \_\_\_\_\_.

C Work in pairs. You are going to teach each other some techniques for dealing with exam stress.  
**Student A:** Turn to page 106. **Student B:** Turn to page 109.



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B Have students work individually to complete the sentences. Ask them to write ideas that they haven't seen in the lesson so far. Encourage students to use adverbs of frequency in their answers. If necessary, elicit a list of adverbs of frequency: *always, often, sometimes, usually, rarely, and hardly ever*. Have students compare answers in pairs. Ask for volunteers to share answers with the class.

C Tell students that they are going to teach each other techniques to deal with exam stress. Give each partner time to turn to the appropriate page and review their advice.

When students are ready, ask them to cover up any text on the page. Students should use the illustrations alone to explain each technique. Encourage students not to use any gestures as they explain.

★ **CHALLENGE** Have students discuss the technique they liked best, and the technique they would like to use before an exam.

➡ **EXTENSION ACTIVITY** Have students work in pairs. Tell them to use the language chart to offer each other advice about how to deal with stress at exam time. Ask them to try to think of ideas for dealing with stress which are not in the infographic, for example, *eat healthy foods, plan a short break with a friend, study for your least favorite subject first, find a smart study partner, and plan a post-exam party*.

SPEAKING

A Have students read over the language chart. Draw students' attention to the sentences with time clauses. Point out that the verbs in both clauses in the sentence are in the present tense. Note that in time clauses, usually the tenses of the verbs in both clauses match.

Language Note

Clauses that show a time relationship often use *before, after, when, as, while, and as soon as*. Time clauses are dependent clauses, and cannot be sentences on their own. Point out that in the examples on page 47, the time clause comes both at the beginning and the end of the sentence. Explain that a time clause can come before or after the independent clause.



# 6C

## How I use sonar to navigate the world

### LESSON OVERVIEW

**Aims:** Watch and understand a talk about how a blind man uses sonar in daily life; practice involving your audience.

**Target Vocabulary:** face, inspire, navigate, remarkable

**TED Talk Summary:** Daniel Kish explains and demonstrates the technique of echolocation, which he uses to navigate through the physical world in his daily life. He involves the audience by asking them questions, as well as having them participate in a demonstration in which they practice hearing sounds reverberate. His ultimate message is that we all find ourselves in the dark sometimes, facing difficulties in our lives. However, for each and every one of us, there is a way through that darkness, just like there was for him.

### PREVIEWING

**A** Read the paragraph aloud as students read along. Note that at this point in the lesson, students already know what Kish's solution to his blindness is. Have students work individually to match the definitions.

Check answers as a class. Point out that the paragraph says that even those who can see have been inspired by Kish. Ask students to comment on what they find inspiring about Kish.

**B** Write *these dark unknowns* on the board. Elicit students' ideas about the meaning of the phrase. Point out the verb *navigate* that proceeds the phrase. Remind students that they've already heard the phrase before in the

# 6C How I use sonar to navigate the world

## TED TALKS

DANIEL KISH's **remarkable** solution to the challenge of "seeing" while blind has helped many people and **inspired** many others—even those who have not lost their sight. His idea worth spreading is that we all must **face** our challenges, and that we all have the capacity to **navigate** these dark unknowns.



### PREVIEWING

**A** Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- 1 to find a way: navigate
- 2 amazing: remarkable
- 3 try to overcome: face
- 4 made to want to do something: inspired

**B** What do you think "these dark unknowns" refers to?

Answers will vary

### VIEWING



**A** **6.7** Work with a partner. Read the excerpt from Daniel Kish's TED Talk and try to guess the missing words. Watch Part 1 of the TED Talk to check your guesses.

"Many of you may have heard me clicking as I came onto the stage ... Those are flashes of sound that go out and reflect from surfaces all around me, just like a bat's sonar, and return to me with patterns, with pieces of information ... And my brain, thanks to my parents, has been activated to form images ..."



**B** **6.8** Watch Part 2 of the TED Talk. Why does Daniel Kish say that he is not "remarkable"?

- a Because he has received a lot of help throughout his life.
- b** Because everyone has to overcome challenges using their mind.



**C** **6.9** Watch Part 3 of the TED Talk. Number the events (1–5) in order to describe the challenge Kish gives to the audience.

- a 3 Kish makes a "shhh" sound and moves the panel to show how the sound changes.
- b 2 Kish holds the panel in front of his face and makes a "shhh" sound.
- c 4 Kish asks the audience to listen again and say "now" when they hear the panel move.
- d 1 Kish asks the audience to close their eyes.
- e 5 The audience hears the panel move and says "now."

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### Warm Up video:

*I have always regarded myself much like anyone else who navigates the dark unknowns of their own challenges.*

Make sure students understand that *dark unknowns* has two meanings in the paragraph—one literal and one metaphorical. The literal meaning is the darkness that a blind person experiences, while the metaphorical one is the uncertainty and challenges that we all face.

### VIEWING

**A** Explain that by this point in the unit, students can probably guess the missing words in the sentences. Remind them to use the information they've learned in the previous parts. Give students a few minutes to complete the paragraph.

**6.7** Play Part 1 of the TED Talk and have students check their answers.

**B** **6.8** Play Part 2 of the TED Talk. Check the answer as a class.



- D** ▶ **6.10** Watch Part 4 of the TED Talk. Circle the correct options to complete the sentences.
- The video shows people who can use flash sonar find it terrifying to be blind).
  - Kish teaches flash sonar to (blind / blind and sighted) people from around the world.

## E CRITICAL THINKING

**Synthesizing** What are the similarities between Daniel Kish's ability and Tom Thum's? What are the differences? Discuss with a partner.

## VOCABULARY IN CONTEXT



- ▶ **6.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
- 1.a 2.b 3.c 4.c

## PRESENTATION SKILLS Involving your audience

When giving a presentation, it's important to keep your audience interested. One way of doing this is to involve them in your presentation. For example, you may want to:

- |   |                              |
|---|------------------------------|
| Ask the audience to participate in an activity. | Find out about the audience. |
| Teach how to do something.                      | Ask and/or answer questions. |



- A** ▶ **6.12** Watch part of Kish's TED Talk. How does he involve the audience?

- He asks the audience to raise their hands.
- He teaches the audience something.
- He asks the audience to say a word.



- B** ▶ **6.13** Watch the excerpt of Kish teaching the audience to see with flash sonar. Then work with a partner and try it. Close your eyes and use your textbook like Kish used the panel in the video.

## TED TALKS

Elicit or provide example sentences for each word.

## PRESENTATION SKILLS

- A** Read the information aloud as students read along. Ask students to raise their hands for ways of involving an audience they've either witnessed or tried in a presentation.

- ▶ **6.12** Play the video. Check answers as a class.

- B** ▶ **6.13** Play the video. Tell students to pretend that they are in the audience with Kish. Have students work with a partner to try to mimic the sonar demonstration.

- ➡ **EXTENSION ACTIVITY** Have students work in pairs or small groups to try out echolocation even further. Note that the activity might be more successful if pairs can do it in a quiet location. Have pairs report back to the class about their experiences.



- C** Students read the steps before playing the video. Tell them to put the events in order as they watch.

- ▶ **6.9** Play Part 3 of the TED Talk. Check answers as a class.

- D** Have students preview the task.

- ▶ **6.10** Play Part 4 of the TED Talk. Then check answers as a class.

- E CRITICAL THINKING** Have students work in pairs to brainstorm a list of similarities and differences between Kish and Tom Thum. For example:

Tom Thum and Kish both make sounds with their mouths. Elicit the language for contrast from the unit. (*but, however, although*)

- ➕ **SUPPORT** Write on the board:

Language for comparing: *both, and, same as*  
Language for contrasting: *but, although, however*

## VOCABULARY IN CONTEXT

- ▶ **6.11** Play the video. If necessary, play it again. Check answers as a class.

6D

# Overcoming challenges

## LESSON OVERVIEW

**Aims:** Practice inviting opinions; talk about someone with a challenge.

## COMMUNICATING

- A** Divide the class into groups. Give them enough time to look over and discuss the challenges. Encourage groups to come up with a challenge which a large number of their classmates might face.

Possible challenges:

*living away from your family for the first time*  
*balancing work and school*  
*staying healthy as a student*  
*living off a small budget*

- B** Point out that the advice can include both suggestions as to what and what not to do.

Give an example of a challenge students have already encountered in the unit: *coping with stress before an exam*. Have students look back at the infographic to get ideas for advice. Suggestions included:

*Take deep breaths during an exam.*  
*Reward yourself after an exam.*  
*Don't spend too much time online.*

Model the sample conversation with a volunteer. Tell groups to brainstorm advice and write down their six best ideas.

- C** Tell students to create an infographic poster. Elicit ideas on what makes it a good infographic.

Make sure students understand that an infographic should be both interesting to look at, and provide useful information that's easy to understand. Give students enough time to complete their posters.

6D

# Overcoming challenges

## COMMUNICATING Dos and don'ts Answers will vary

- A** Work in a group. Choose one of these everyday challenges, or think of your own. Think about what someone might do to face the challenge.

making friends in a new country	getting good grades
keeping fit	finding a good job
saving money for college	coping with depression

- B** Create a list of at least 6 tips about how to face the challenge. Write your ideas in the box below.

How to \_\_\_\_\_

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____



### Inviting opinions

*What do you think?*  
*How do you feel about ...?*

*What's your opinion?*  
*Do you have any idea?*

*Do you agree?*

- C** Now create a poster with your information. Decide what visuals to include. How else can you make your poster interesting? Look back at the infographic on page 46 for ideas.
- D** Present your poster to the class. Make sure everyone presents part of the poster. Try to involve your audience as much as possible.

## CRITICAL THINKING Answers will vary

**Personalizing & Synthesizing** Think of some people you know who have faced challenges in their life. Then, work in groups:

- 1 describe to each other how they overcame the challenge;
- 2 categorize their daily challenges;
- 3 discuss what those people have in common in their overcoming of their challenges.

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- D** Remind students that Daniel Kish involved his audience by asking them questions and having them do a demonstration. Model the phrases for **Inviting opinions** as students repeat. Point out that sometimes these phrases can be used rhetorically and don't require the audience to answer them. For example, *What do you think?* is often used to get the audience to think about their opinions.

Encourage students to incorporate all the presentation skills they've learned: introducing yourself, using effective body

language and gestures, introducing the topic, thanking the audience, and responding to ideas.

## CRITICAL THINKING

Read the task aloud as students read along. Have them work individually for a few minutes. Then, ask them to discuss in groups. Afterwards, ask for volunteers from each group to present their ideas to the class.



## Presentation 2 Presenting a favorite piece of technology

### MODEL PRESENTATION

**A** Complete the transcript of the presentation using the words in the box.

after	watch	quickly	expensive	fun	health
heavy	many	much	play	talk	tell

I'd like to <sup>1</sup> talk to you about a new piece of technology—a virtual reality headset. How many of you have one? Not so many. Well, I bought mine around a month ago, and I use it quite a lot.

First, I'd like to <sup>2</sup> tell you about the good points. I use it mainly to <sup>3</sup> play video games. It makes the games much more <sup>4</sup> fun. It feels very realistic, and it's amazing when you first try it. I also use it to <sup>5</sup> watch films, which is really cool.

There are some bad points, though. I'm not sure if it's good for my <sup>6</sup> health or not. Sometimes, <sup>7</sup> after I use it for a long time, I feel a little dizzy for a while. It's also quite <sup>8</sup> heavy, so it's a little uncomfortable to wear for a long time. It was <sup>9</sup> expensive, too—nearly \$500—and there aren't <sup>10</sup> many games for it right now.

So, would I recommend it? I'd say no, not yet. I think it's best to wait for the price to come down and for the technology to improve. But I think this will happen very <sup>11</sup> quickly.

Thank you very <sup>12</sup> much.



**B** **P.2** Watch the presentation and check your answers.

**C** **P.2** Review the list of presentation skills from Units 1–6 below. Which does the speaker use? Check [✓] each skill used as you watch the presentation again.

The speaker ...

- |                                |                                     |                                |                                     |
|--------------------------------|-------------------------------------|--------------------------------|-------------------------------------|
| • introduces himself           | <input type="checkbox"/>            | • uses effective hand gestures | <input checked="" type="checkbox"/> |
| • uses effective body language | <input checked="" type="checkbox"/> | • involves the audience        | <input checked="" type="checkbox"/> |
| • introduces his topic         | <input checked="" type="checkbox"/> | • thanks the audience          | <input checked="" type="checkbox"/> |

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**B** **P.2** Play the video to check answers.

**C** Have students preview the task.

**P.2** Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–3:

1. introducing yourself
2. using effective body language
3. thanking the audience

Then elicit the presentation skills from Units 4–6:

4. introducing a topic
5. using gestures
6. involving the audience

Elicit the language that the speaker uses to introduce the topic. (*I'd like to talk to you about ...*)

Elicit techniques the speaker uses to involve the audience. (asking a question and answering it)

Point out that the speaker does not introduce himself. Remind students that it is not always necessary to introduce yourself, especially when you are speaking to a group that already knows you. Elicit the language that the speaker uses to thank the audience. (*Thank you very much.*)

Review the presentation skills from Units 4–6 in more detail. Elicit expressions or techniques used for each skill.

Introducing a topic: *I'm going to discuss ...; I want to show you ...; I want to tell you about ...; I'd like to share with you ...; I'd like to give a demonstration of ...*

Using gestures: *keep your hands relaxed; make gestures large enough for your audience to see; use gestures to make words and ideas easier to understand*

Involving your audience: *ask them to participate in an activity, teach them how to do something, find out about them, ask and/or answer questions*

## Presentation 2

**Aims:** Students give a short presentation to a partner to introduce a new piece of technology, using each of the presentation skills they've learned in Units 4–6, as well as relevant skills from previous units.

### MODEL PRESENTATION

**A** Have students work individually to complete the paragraph. Elicit answers to the following questions:

1. What is the purpose of the presentation? (to introduce a new gadget)
2. What is the topic? (a virtual reality headset)
3. What are the good points? (makes video games fun, can watch movies)
4. What are the bad points? (sometimes feel dizzy, heavy, expensive)
5. What does the speaker recommend? (not to buy the gadget yet—wait until it gets cheaper and better)

YOUR TURN

- A** Explain that asking and answering questions about your topic is a useful technique for planning content.

Tell students that they can use the answers as their notes for the speech, or they can write key phrases like the speaker did in Presentation 1. Remind students that they can write linear notes like the outline on page 52 or make a word web.

If necessary, give students 5–10 minutes to research a gadget or a piece of technology online and gather all the necessary information. Point out that it is better for students to talk about something they have tried before because they can also explain how to use it and/or give a review.

- B** Read aloud the useful phrases as students repeat. Give students more time to adjust their notes and decide what language they want to use in their presentation.

Point out that the questions in **A** provide a logical flow of information for students to present about their gadgets or piece of technology. Remind students of the gadgets that they wrote about in Unit 5. Tell them to talk about both good and bad points, and then offer an opinion.

- C** Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**.

Remind students that they learned useful language for being both speakers and audience members in **Lesson D** of each unit. Review the language.

For Speakers:

Adding extra information: *and ...; Also, ...; What's more ...; In addition ...*

Conversation fillers: *Well ...; Um ...; Let's see ...; Hmm ...*

Inviting opinions: *What do you think? What's your opinion? Do you agree?*

YOUR TURN Answers will vary

- A** You are going to plan and give a short presentation to a partner introducing a new piece of technology. It could be an app, a gadget, or a video game. Use some or all of the questions below to make some notes.

What is it?  
What does it do?  
How does it work?  
What are the good points about it?  
What are the bad points about it?  
Would you recommend it to others? Why or why not?

- B** Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful phrases

Describing how something works:

*It can .../Using it, I can .../I can use it to ...*

Positive words to describe gadgets:

*It has a lot of .../It doesn't have much/many ...*

Negative words to describe gadgets:

*modern, easy to use, fast, light, strong, fun, cheap*

*old-fashioned, difficult to use, slow, heavy,*

*weak, boring, expensive*

Describing sequence:

*When/After I use it, I ...*

*To use it, first you need to ...*

*Then, ...*

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from units 1–6. As you listen, check [✓] each skill your partner uses.

The speaker ...

- introduces himself/herself ☐
- uses effective body language ☐
- introduces his/her topic ☐

- uses effective hand gestures ☐
- involves the audience ☐
- thanks the audience ☐

- D** Give your partner some feedback on their talk. Include two things you liked, and one thing he or she can improve.

That was great. Your body language was good, and you involved the audience. But you forgot to thank the audience at the end.

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For Listeners:

Showing interest: *Really? Yeah? Wow! Cool! That's great!*

Asking for clarification: *Can you repeat that please? Sorry, what did you say? Can you say that again?*

Responding to ideas: *Good idea! That's a great idea! Interesting! Tell me more.*

- D** Explain that when offering feedback after hearing a presentation, it's good to start with a short phrase of praise. Introduce some simple phrases for students to praise each other: *Well*

*done; Great job; You did really well; That was great; That was interesting.*

Explain that after giving praise, students should next offer some positive feedback, just like the speaker in the example does (*Your body language was good, and you involved the audience.*) and then offer any points that need to be improved (*But you forgot to thank the audience at the end.*).

- ★ **CHALLENGE** Have students give their presentations to the entire class.

# 7 Confidence

“When is it suddenly not OK to love the way that we look? Because apparently we don’t. Ten thousand people every month google, ‘Am I ugly?’”

Meaghan Ramsey  
Self-esteem advocate, TED speaker

## UNIT GOALS

### In this unit, you will ...

- describe people’s appearance and personality.
- watch a TED Talk about the negative effects of low self-esteem.
- present your opinions on how appearance influences people.

## WARM UP



▶ **7.1** Watch part of Meaghan Ramsey’s TED Talk. Answer the questions with a partner.

- 1 How important do you think appearance is?  
*Answers will vary*
- 2 At what age do you think people start to think about their appearance?  
*Answers will vary*

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## UNIT GOALS

The unit focuses on issues of self-esteem and how society’s obsession with image is affecting young minds. In this unit, students will practice talking about appearance and personality, sharing their impressions of themselves and their classmates. Point out that there is often a gap in how we see ourselves and how others see us. Note that talking about self-image and self-esteem may be a sensitive topic for some students. Encourage a comfortable atmosphere for learning by focusing on positive language use.

## TED Speaker

Meaghan Ramsey is a brand developer and strategist for Dove Skin Care and the global director of Dove’s Self-Esteem Project.

## TED Talk Summary

Online platforms are adding to the problem of low self-esteem among teenagers, making them vulnerable to mean comments or bullying online. Ramsey says efforts must be made to teach children self-esteem by showing them their value doesn’t come from their appearance but from their actions and whole selves.

## Idea Worth Spreading

Changing the way we think about beauty will improve society as a whole.

# 7 Confidence

## WARM UP

Have students look over the picture, caption, and quote on the page.

Elicit the meaning of the verb *google*. Ask students if the statistic in the quote surprises them. Have students read the discussion questions before playing the video.

▶ **7.1** Play the preview clip of the TED Talk.

For question 1, tell students to answer and give a reason. Write on the board:

*I think appearance is really / somewhat / not really important.*

For question 2, tell students to think about their personal experiences.

After students discuss, explain the meaning of *high self-esteem* and *low self-esteem*.

## Language Note

The verb *google* became common after the search engine Google became popular. Note that it is used even when search engines other than Google are used.

Someone with *high self-esteem*, or *healthy self-esteem*, is confident with who they are and not overly critical of themselves. People with *low self-esteem* do not value themselves or their accomplishments because they have a negative self-image.

➔ **EXTENSION ACTIVITY** Have students work individually to write about what they like and don’t like about their appearance. After they write, have students evaluate themselves: do they have high self-esteem or low self-esteem in regard to their appearance?



7A

He's kind of shy.

LESSON OVERVIEW

**Aims:** Use adjectives for describing appearance and personality; listen for examples; talk about challenges.

**Target Vocabulary:** attractive, beautiful, easygoing, funny, handsome, heavy, honest, pretty, selfish, short, shy, smart, talkative, tall, thin, unfriendly

VOCABULARY

**A** Tell students to read the paragraph first, then do the activity.

Have students check answers in pairs and brainstorm extra words to add.

Possibilities include:

Appearance: *petite, muscular, cute*

Personality: *silly, serious, sweet, relaxed*

**B** Have students discuss the question in pairs and make a mind map to organize the words as positive or negative. Point out that some words may be both. For example, *thin*, *easygoing*, and *talkative* might be positive or negative depending upon the context in which they are used.

**C** Write a new chart with only positive words for appearance and personality on the board. Elicit any additional positive words that students came up with in **B**. Tell students to use this chart on the board in their discussions.

Model the conversation and point out that the first speaker mentions appearance, and the second speaker mentions personality. Explain that *I think this person is ...* is used when talking about appearance because it is an opinion, and *He / She looks ...* is used when talking about personality because it is only a guess (since personality cannot be evaluated from a picture). After pairs discuss, ask volunteers to share their impressions of the people in the pictures.



7A He's kind of shy.

VOCABULARY Appearance and personality

**A** Read the descriptions and add the **bold** words to the correct column.

“ Hi. My name's Kyle. I'm 17 years old and a little **short** for my age. But people say I'm **handsome**. I agree! I have two close friends—Nate and Amanda. Nate is kind of **shy** and not very **talkative**. But he can be really **funny**. Amanda is **tall** and **thin**. I think she looks like a model. Some people say she can be **selfish**, but I don't think so. ”

Appearance				Personality			
attractive	heavy	<b>short</b>	<b>handsome</b>	easygoing	smart	<b>shy</b>	<b>talkative</b>
beautiful	pretty	<b>tall</b>	<b>thin</b>	honest	unfriendly	<b>funny</b>	<b>selfish</b>

**B** Look at the words in the chart. Which words have a positive meaning? Which have a negative meaning? Discuss with a partner. Are there any words that you don't agree on? *Answers will vary*

**C** Look at the images on this page. Work with a partner. Talk about some of the people. *Answers will vary*

I think this person is really pretty.

Yeah. And she looks friendly.

Language Note

Some adjectives have a stronger tone than others. For example, *skinny* has more of a negative tone than *thin*. Note that some neutral terms can also be negative or positive, depending on context.

Negative: *skinny, fat, old, messy, strange*  
Neutral: *thin, heavy/plump, older, disheveled, unusual*  
Positive: *slender/slim, curvy/plus-size, mature, unique*

## LISTENING Like mother, like daughter



- A** ▶ **7.2** Bonnie Kim is talking about herself and her mother. Watch the video and circle the words you hear.

talkative quiet shy funny easygoing tall

### Listening for similarities

The following phrases are used to describe similarities.  
We're **both** short. **Both of us** like eating out.  
**Neither of us** is very tall. We look **the same**.

- B** ▶ **7.2** Watch the video again. Circle T for true or F for false.

- Kim and her mother are both quite tall. **T** **F**
- Kim is talkative, but her mother is very quiet. **T** **F**
- Kim and her mother both like sports. **T** **F**
- Kim and her mother both enjoy cooking. **T** **F**

## C CRITICAL THINKING

**Personalizing** In what ways are you similar to your parents? Discuss with a partner.

Answers will vary

## SPEAKING Talking about family



- A** ▶ **7.3** Look at the words in **bold** in the conversation below. Does the s in these words have a /s/ or a /z/ sound? Write /s/ or /z/ above the words. Then listen to the conversation to check your answers.

A: Wow, that's a great photo! **Is** that your dad?

B: Yeah.

A: You look **just** like him. exactly / a lot

B: Do you think so?

A: Yeah, you have the same **nose**. eyes / mouth

B: I **guess** so. But we have really different **personalities**. /z/

A: Really? What's he like?

B: Well, **he's** really talkative, but I'm **a little** quiet. a bit / fairly

A: And I guess that's your mom. She **looks** really **nice**. happy / friendly

B: Yeah, she is. Everyone **loves** my mom. /s/

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** Write below the names of four members of your family. Work with a partner. Ask each other about the people on your list.

What's your sister like?

She's really easygoing and fun.



School consultant Bonnie Kim takes a selfie with her mother in Seoul, Korea.

## SPEAKING

- A** Tell students to try to distinguish the pronunciation of the letter s in the words. Note that in some of these words, s is used to change the form of nouns and verbs.

- ▶ **7.3** Play the audio. Check answers as a class. Elicit the rules of the pronunciation of the letter s when it is used to change single nouns to plural form and to change verb forms in present simple tense when the subject is the singular third person.

Generally, when used to change forms of nouns and verbs, the letter s which follows a vowel or a voiced consonant is pronounced as /z/, while after voiceless consonants it is pronounced as /s/. Note that *he's* is the contracted form of *he is*, so s is pronounced as /z/ as it is pronounced in *is*.

- B** Model the conversation with a student. Then have students work in pairs to practice the conversation.

- C** Point out that they can write the person's name or relationship, such as *sister*, *brother*, or *uncle*.

Model the conversation with a volunteer.

## Language Note

Students are introduced to ways to discuss similarities. Explain to students that the phrases *both of us* and *neither of us* are used when talking about similarities between two people. Explain that *neither of us* is the negative of "both of us".

*Both of us* always takes a plural verb, e.g., *Both of us are happy*.

*Neither of us* can take a plural or singular verb, but a singular verb is favored in American English, e.g., *Neither of us is happy*.

- ➡ **EXTENSION ACTIVITY** Have partners use the language they've learned for similarities to compare their two relatives.

## LISTENING

- A** ▶ **7.2** Play the video. Point out that students should circle all the words they hear. Check answers as a class.

- B** Read **Listening for similarities** aloud. Write the sample sentences on the board. Explain their meaning and use.

Give students time to preview the task.

- ▶ **7.2** Play the video again and have students circle the correct options as they watch. Check answers as a class.

Elicit how to make each false statement true.

- C CRITICAL THINKING** Tell students to use the words from **Vocabulary** in their answers, and to focus on appearance and personality.

Note that *neither* and *both* are used when comparing two people or things. Introduce language for students to compare themselves with both parents at once:

*We all ... / None of us are ... / All of us ...*

7B

# He thinks he's too tall.

## LESSON OVERVIEW

**Aims:** Read an infographic about self-esteem; use intensifying/modifying adverbs; describe a famous person who is like you.

**Infographic Summary:** The infographic illustrates how people from different countries feel about their appearance. The data shows that Mexicans are the most confident in their looks while Japanese are the least.

## LANGUAGE FOCUS

**A** Have students read the infographic.

Ask them to describe how people in different countries feel about the way they look. Ask students to raise their hands if the results surprised them. Ask them what points they found.

**B** Have students read the sentences first.

**7.4** Play the audio. Have students check answers as a class.

**C** Have students read over the questions and choices individually before playing the audio.

**7.5** Play the audio. Check answers as a class. Point out that the two questions are about the important details of the conversation.

**★ CHALLENGE** Ask students to work in pairs to summarize the content of the lecture.

7B

# He thinks he's too tall.

**LANGUAGE FOCUS** Describing appearance and personality

**A** Read the information. How do people in different countries feel about the way they look?

## HOW HAPPY ARE YOU WITH THE WAY YOU LOOK?

Tens of thousands of people from around the world recently answered this question. According to the results, Mexicans are the happiest with the way they look.

### The 5 HAPPIEST countries

% of people who are happy with how they look

- 1 Mexico 74%
- 2 Turkey 71%
- 3 Ukraine 65%
- 4 Brazil 65%
- 5 Argentina 62%



### The 5 UNHAPPIEST countries

% of people who are unhappy with the way they look

- 1 Japan 38%
- 2 United Kingdom 20%
- 3 Korea 19%
- 4 Australia 19%
- 5 Poland 17%



**B** **7.4** An expert is talking about the survey. Watch the video and circle the correct options.

- 1 In the survey, responses from men and women were very similar (different).
- 2 12% of both men and women said they were extremely (fairly) happy with the way they look.
- 3 14% of women said they were not very happy (not happy at all) with the way they look.



**C** **7.5** Listen to a lecture about men worrying about their body image. Choose the best answer to each question.

- 1 Which of the following is TRUE about how people feel about their body image?
  - a Poor body image is mainly a problem for women.
  - b Men do not care as much as women do about the way they look.
  - c Many men are fairly unsatisfied with the way they look.
  - d The problem for men is that most of them think they are too heavy.
- 2 What is the result of body image issues for men?
  - a More men are worried about health problems.
  - b More men develop serious health problems.
  - c Men who are worried about their problems do not go to the doctor.
  - d Men who are worried about their problems do more exercise.



SPEAKING Talking about people

A Study the language in the chart. Pay attention to **modifying adverbs** in each sentence.

Describing people			
What's she like?	She's	extremely very / really pretty quite	talkative. friendly. easygoing. shy.
What does he look like?	He's	kind of / sort of a bit / a little not very	short. heavy. tall.
	He	doesn't look old	at all.
He thinks he's <b>too</b> short.		He thinks he's <b>not</b> tall <b>enough</b> .	

For more information on **modifying adverbs**, see Grammar Summary 7 on page 126.

B Imagine you are making a movie about your life so far. Write the names of four important people from your life. These people will be the main characters in your movie. *Answers will vary*

C Now think about which actors or actresses you'd like to play the different characters. Think about their appearance, age, and personality. Explain your choices to a partner. Try to use **modifying adverbs** in the above chart. *Answers will vary*

I'd like Tom Cruise to play me. He's quite short, and he's extremely handsome.

OK. But he's too old now. You're only 22!



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B Ask students to think about which people from their lives would be interesting characters in their movies. Encourage students to consider family, friends, and people who have influenced them greatly.

Give students a few minutes to decide and write the names.

C Tell students to write the name of the actor or actress next to each person's name. Explain that they need to both give the name and description of the actor or actress, and explain why the actor or actress is right for the role.

Model the conversation with a volunteer. Explain that their conversation should sound similar to the tone in **Lesson A**. Write on the board:

*I'd like Miley Cyrus to play my sister. My sister and Miley are both unique. And they both have short hair.*

Encourage students to use the vocabulary and language for similarities from **Lesson A**.

➡ **EXTENSION ACTIVITY** Have students write a tagline for their movies. Explain that a tagline is a one-sentence summary of what makes the movie unique and exciting. Have students work individually. Then divide the class into groups and have students read their taglines to the group. Point out that movies are often about overcoming challenges. Encourage students to also use language that they learned in Unit 6.

SPEAKING

A Have students read over the language chart.

Draw students' attention to the modifying adverbs. Remind them that an adverb's job is to modify a verb or adjective and that they were introduced to adverbs of frequency in Unit 2. (*always, usually, sometimes, etc.*) Explain that modifying adverbs tell us how something is done.

Language Note

A modifying adverb is also called a *degree adverb* or an *intensifying adverb*, and describes a level to which something happens.

Write the adverbs on the board by degree, from most to least. Note that *not at all* and *not enough* are used as negatives. Point out that *not enough* is always split as an adverb: *He was not fast enough*. However, *not at all* can either be split between the adjective it's modifying or not

split: *He was not at all angry* and *He was not angry at all* are both correct.

7C

# Why thinking you're ugly is bad for you

## LESSON OVERVIEW

**Aims:** Watch and understand a talk about the importance of healthy self-esteem; practice adding support by giving statistics.

**Target Vocabulary:** judge (v.), individual, value (v.), whole

**TED Talk Summary:** Meaghan Ramsey believes that low self-esteem among youth is becoming an epidemic. In her TED Talk, she offers statistics that demonstrate how bad the problem is getting and points out that the amount of time young people spend online is making the situation worse. Ramsey notes that students with low self-esteem underperform in school, and if we can fix this self-esteem problem, we can improve the world as people will have more confidence to function at the best of their abilities.

## PREVIEWING

Read the paragraph aloud as students read along. Note that up to this point in the lesson, students are well informed about body image issues among youth. In the video, Ramsey goes more deeply into the role of social media in this problem. Have students work individually to match the definitions. Check answers as a class. For more on Ramsey's global program for self-esteem, see **Content Note** on the next page.

## VIEWING

**A** ▶ **7.6** Play Part 1 of the TED Talk. Have students work individually. Check answers as a class. Elicit the statistics that students heard in Part 1:

*Ten thousand people every month google, "Am I ugly?"*  
*Thousands of people are posting videos like this.*

7C

# Why thinking you're ugly is bad for you

## TEDTALKS

MEAGHAN RAMSEY feels we should **judge** people by what they do, not what they look like. She runs a global program that is helping 17 million young **individuals** improve their self-esteem by encouraging them to **value** their **whole** selves, not just their appearance. Her idea worth spreading is that changing the way we think about beauty can help our health and well-being and can improve society as a whole.



## PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- |   |  |
|---|--|
| 1 people: <u>individuals</u>                    | 3 to form an opinion about something: <u>judge</u> |
| 2 to think something is important: <u>value</u> | 4 all of something: <u>whole</u>                   |

## VIEWING



**A** ▶ **7.6** Watch Part 1 of the TED Talk. Choose the correct answer to each question.

- Why did Faye dread school?
  - Because she didn't have any friends.
  - Because people said that she's ugly.
- Why did Faye post a video of herself online?
  - Because her friends did the same thing.
  - So people could comment on her appearance.
- According to Ramsey, why do many others post videos like Faye's?
  - Because online comments are really important to them.
  - Because they feel alone.



**B** ▶ **7.7** Watch Part 2 of the TED Talk. Circle **T** for true or **F** for false.

- Body image issues can affect a student's performance at school. (T) F
- The problem is worse in the United States than in other countries. T (F)
- The main issue is how students think they look, not how they actually look. (T) F



**C** ▶ **7.8** Watch Part 3 of the TED Talk. What suggestions does Ramsey make about how to "change our culture's obsession with image"? Check [✓] all that apply.

- ☒ Think carefully about the pictures and comments that we post on social networks.
- ☐ Say more nice things about people's appearance to improve their confidence.
- ☐ Stop letting young people use social networks during school.
- ☒ Focus less on attractive people and more on those who make a difference in the world.

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Ask students what they think of Faye asking others for opinions about her appearance. Explain that Faye's low self-esteem means that she cannot see herself for who she truly is.

▶ **7.8** Play Part 3 of the TED Talk. Then check answers as a class.

**B** Have students preview the task.

▶ **7.7** Play Part 2 of the TED Talk. Check answers as a class.

Elicit how to make each false statement true.

**C** Have students preview the task before watching the video.

D CRITICAL THINKING

**Applying** Read the social media posts below. How do you think Meaghan Ramsey would feel about each one? Discuss with a partner. *Answers will vary*

"Wow! You lost a lot of weight. Well done!"

"Maria Sharapova is my favorite tennis player. She's so beautiful!"

"Congratulations on your exam result!"

VOCABULARY IN CONTEXT



**7.9** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

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

PRESENTATION SKILLS Using statistics

You can use statistics to support any claims you make in a presentation.  
For example:

*Nine out of ten* people ...  
*One in three* women ...

*5 percent* of students ...  
Every day, *500* men ...



**A** **7.10** Watch the excerpts from Meaghan Ramsey's TED Talk. Complete the sentences with the numbers you hear.

- " Ten thousand people every month google, 'Am I ugly?'"
- " Six out of ten girls are now choosing not to do something because they don't think they look good enough."
- " Thirty-one percent, nearly one in three teenagers, are withdrawing from classroom debate."
- " One in five are not showing up to class at all on days when they don't feel good about it."

**B** Look again at the statements in **A**. Which of the statistics do you find most surprising? Do you think the numbers would be similar in China? Discuss with a partner.



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**D CRITICAL THINKING** Give students time to read the posts. Tell pairs to use the answers for **C** to help them decide Ramsey's feeling about each post.

Note that students should understand Ramsey wants people to make fewer comments about appearance, even positive comments. While the first two posts seem to be complimentary, both actually focus on appearance over accomplishments. Only the third post focuses on an achievement.

VOCABULARY IN CONTEXT

**7.9** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

**A** Read the information aloud as students read along. Remind students that statistics are a form of supporting details. Point out that statistics have a strong impact as supporting details because

they often represent a large number of people. Also, people trust numbers.

**7.10** Play the video. Check answers as a class.

Remind students that statistics can be presented in different ways. Elicit ideas for how to reword the statistics in items 2, 3, and 4. Possibilities include the following:

2. sixty percent of girls
3. nearly one-third of teenagers
4. twenty percent of students

**B** Remind students of the infographic in **Lesson B** about self-esteem in different cultures and countries. Ask partners to discuss what is typical with young people in China in regard to body image and self-esteem.

**EXTENSION ACTIVITY** Introduce the statistics in the **Content Note** below about Ramsey's Dove Self-Esteem Project. Have students work in small groups. Tell them to go to the campaign's website. Ask them to find information, an activity, or a video to share with their classmates that will help them improve self-esteem. Have each group make a short presentation.

Content Note

The Dove Self-Esteem Project's mission is to gather resources that will help tackle the body image problem that youth are facing today. The site offers resources to teachers who want to lead body image lessons, as well as to students who want to become mentors.

Introduce the following statistics about the impact that the project is making:

*1.5 million* parents have accessed the site

*625,000* teachers have done self-esteem workshops for 17 million young people in over 112 countries



7D

# What do you think?

## LESSON OVERVIEW

**Aims:** Practice declining to answer a question; talk about appearance and self-esteem.

## COMMUNICATING

**A** Explain that students are going to think about what they read and saw in the unit. Partners should read the questions and share their thoughts with each other. Ask them to write their answers next to each question.

Elicit or explain the meaning of any unfamiliar terms.

## Language Note

*Plastic surgery, or cosmetic surgery,* refers to a medical operation that changes a person's appearance. It can be done for medical reasons, as for a burn victim, as well as to attain a certain ideal body image.

When you *"like"* a post on a social media site, such as Weibo or WeChat, you show others that you approve of or agree with it.

A *beauty contest* is a competition in which women compete against one another based on appearance.

**B** Tell students to take a class poll. If possible, let students ask the questions and tally Yes or No votes. If necessary, read each question aloud. Then ask students their opinion. Have a volunteer tally on the board the number of responses for Yes, No, and No opinion. Before you begin, draw students' attention to the sentences in **Declining to answer a question.** Point out that if students don't want to give an answer, they can use one of these phrases.

7D

# What do you think?

**COMMUNICATING** A class poll Answers will vary

- A** Discuss the questions below with a partner. Explain your answers.
- 1 Do you think the media in China focuses too much on appearance?
  - 2 Do you think teenagers worry more than adults about their appearance?
  - 3 Do you think teenage girls have more body issues than boys?
  - 4 Is it OK to comment on a post that asks, "Am I ugly?"?
  - 5 Do you think it's a good idea for schools to have body image lessons?
  - 6 Would you ever consider plastic surgery?
  - 7 Do you worry about the number of "likes" you get on social media?
  - 8 Do you think beauty contests are a bad thing?

**B** Work as a class. For each question above, take a poll. How many people think "yes"? How many think "no"? Make a note of the results.

## Declining to answer a question

Sorry, I'd rather not say.

I'd prefer not to answer.

No comment!

**C** Work with a partner. Discuss the results of the class poll. Was anything surprising? Use statistics to describe the results.

So, 9 out of 20 don't like beauty contests. That's nearly half.

Yeah. That's surprising! I thought it would be more.

**CRITICAL THINKING** Answers will vary

**Reflecting** How do you feel about the way you look? Do you think other people's opinion affects your self-esteem on how you feel about yourself? Do you think people's appearance influences their performance in study or work? If so, in what way?



**C** Model the conversation with a volunteer. Ask students to each come up with one statistic from the results of the class poll. influence their lives. Afterwards, ask pairs to share their ideas with the class.

## CRITICAL THINKING

Read the questions aloud as students read along. Have them work in pairs. Tell students to recall what other people have said about their appearance, and consider whether those views affected how they feel about themselves. Ask them to think about how people's appearances may

# 8 Wild Places



**Karen Bass**  
Filmmaker, TED speaker

“As a filmmaker, I’ve been from one end of the Earth to the other trying to get the perfect shot.”

## UNIT GOALS

### In this unit, you will ...

- talk about natural attractions.
- watch a TED Talk about the joys of filming the natural world.
- learn to show enthusiasm when you speak.

## WARM UP



▶ **8.1** Watch part of Karen Bass's TED Talk. Answer the questions with a partner.

- 1 How would you describe the place in the video?  
*Answers will vary*
- 2 Would you like to go there? Why or why not?  
*Answers will vary*

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## UNIT GOALS

The unit focuses on nature, especially remote places. Students will watch and talk about extraordinary locations and extreme conditions, learning the language and vocabulary to talk about places and make comparisons between them. By the end of the unit, students should be able to speak with enthusiasm about the natural world and describe similarities.

### TED Speaker

Karen Bass is a British filmmaker and producer of nature programs. She has

filmed in locations all over the world for BBC and National Geographic.

### TED Talk Summary

Karen Bass travels the globe finding unique places and species that haven't been filmed yet. She talks about her passion for her job and how happy it makes her to be able to film remote parts of the amazing natural world, especially thanks to new technology.

### Idea Worth Spreading

Technology is taking our travels farther and letting us explore more unknown parts of the natural world.

# 8 Wild Places

## WARM UP

Have students look over the picture, caption, and quote on the page.

▶ **8.1** Play the preview clip of the TED Talk.

Write the quote by Bass on the board. Note that it does not appear in the video clip. Elicit or explain the meaning of *from one end of the Earth to the other*. Make sure students understand that Bass has traveled almost everywhere in the world to film nature programs.

For question 1, if necessary, have the class brainstorm a list of adjectives to describe places. Possibilities include *snowy, cold, hot, dry, windy, big, beautiful, amazing, and mysterious*.

Note that the video shows an extreme location, and students might naturally use strong adjectives when giving their answers. (*very cold, really cold*)

For question 2, have students look through the unit to see if there is any place that they'd like to visit.

➕ **SUPPORT** Write on the board:

*It looks ...*

*I'd like to go there because ...*

*I think I'd like it there because ...*

*I don't think I'd like it there because ...*

➔ **EXTENSION ACTIVITY** Play the video again. Then play the video for the **Warm Up** to Unit 3. Ask students to make a list of similarities between the two videos. Note that students will be asked to use this list for a discussion in the **Extension Activity** in **Lesson B**.



8A

# The natural world

## LESSON OVERVIEW

**Aims:** Learn nouns for natural features; listen to a person talking about a remote location; practice talking about places.

**Target Vocabulary:** beach, canyon, desert, island, lake, mountain, ocean, waterfall

## VOCABULARY

**A** Read the words in the box aloud as students practice their pronunciation. Have students circle the features they can see in the photo. Clearly visible in the photo are a lake, a mountain, and an island. Ask students to work in pairs to discuss and give examples of the natural features of China.

Have pairs brainstorm a list of additional words to describe places in nature. Make a word web on the board with the vocabulary words. Have each pair add their words.

★ **CHALLENGE** Ask pairs to draw a picture using one or two words not in the photograph (*desert, ocean, waterfall*). Have each pair show their picture to the class while they shout out what it is.

**B** Have students work individually.

▶ **8.2** Play the video to check answers as a class. Elicit or explain the meaning of *high, above sea level*, and *below sea level*.

**C** Have students write some notes about a famous natural attraction they know of. Model the conversation with a student. Explain that each speaker introduces the place, and then describes something about it.

⊕ **SUPPORT** Have students brainstorm more adjectives for describing natural places. Possibilities include *cold, hot, windy, icy, stormy, steep*, and *narrow*.



Patagonia's (巴塔哥尼亚高原) Paine massif (百内山) rises beyond Lake Pehoe (裴赫湖), Chile (智利)

## 8A The natural world

### VOCABULARY Natural features

**A** Look at the words in the box below. Which of these things can you see in the picture above? Which of these things do you have in China? Discuss with a partner.

beach	canyon	desert	island
lake	mountain	ocean	waterfall



**B** ▶ **8.2** Complete the sentences with words from the box below. One word is extra. Watch the video and check your answers.

deep	dry	high	long	wide
------	-----	------	------	------

- 1 China's Yangtze River (长江) is very long. It flows for 6,300 kilometers.
- 2 Mont Blanc (勃朗峰, 阿尔卑斯山脉的最高峰) is a very high mountain in Europe. It's 4,809 meters above sea level.
- 3 Russia's Lake Baikal (贝加尔湖) is extremely deep. Its bottom is 1,285 meters below sea level.
- 4 In the United States, the Mississippi River (密西西比河) is so wide that you cannot see across it in some places.

**C** Look back at the words in **A**. Can you name any other places like these? Why are they famous? Discuss with a partner.

There's Ninety Mile Beach in Australia. It's really long.

Right, and there's the Grand Canyon in the United States. It's very deep.

62

### Language Note

*Beach* is usually associated with the ocean, but a *beach* is any place along the shore of a body of water.

An *ocean* is a large body of saltwater. A *sea* is the same, but smaller than an *ocean*.

Note that students will also encounter in the unit these nouns for the natural world:

*river, reef, harbor, volcano, plain, plateau, salt flat, forest, and national park.*

➡ **EXTENSION ACTIVITY** Have students work in pairs to make an infographic for talking about nature, highlighting nouns or adjectives. Post these infographics in the classroom for vocabulary support while studying this unit.



## LISTENING An amazing place



- A** ▶ **8.3** Watch the video about Ross Donihue and Marty Schnure's work in Patagonia. What does their work involve? Circle the correct option.

studying wildlife   making a map   collecting plants

- B** ▶ **8.3** Watch the video again. Complete the sentences. Circle the correct words.

- Patagonia is an area shared by two / three countries.
- Patagonia is usually a very cool and wet / dry place.
- Donihue's favorite thing about Patagonia is the changing conditions / the wildlife).

## C CRITICAL THINKING

**Personalizing** What questions would you like to ask Donihue and Schnure to find out more about their work? Discuss with a partner.



Cartographers Ross Donihue and Marty Schnure in Patagonia

## SPEAKING Talking about places



- A** ▶ **8.4** Underline the content words in the sentences in **bold**. Read the sentences and stress the content words. Then listen to the conversation and check your answers.

A: **So where are you going for your vacation this summer?**

B: Hawaii. I'm really looking forward to it! I can't wait / I'm really excited

A: That's great! I know it well.

B: Really? I can't decide which island to visit—Oahu or Maui. I hear that Maui is more relaxing. quieter / more peaceful

A: Yeah, maybe. **But Oahu is more exciting. That's where Honolulu and Waikiki Beach are.**

B: So would you say Oahu is the best place in Hawaii? nicest / most interesting

A: No. **Actually, my favorite island is Kauai. It's definitely the most beautiful. It has mountains, canyons, waterfalls, and beaches. I love it there.** prettiest / most scenic

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** List three places in the world you'd like to visit. Explain your ideas to a partner.

I'd love to go to the Grand Canyon. I'd like to hike to the bottom of the canyon.

Yeah, that sounds great. Me too.

## Language Note

Content words—such as main verbs, nouns, and adjectives—carry the main meaning of a sentence. In spoken English, these words are usually stressed. Focusing on content words can help you understand the speaker's main message.

Words such as determiners, prepositions, and auxiliary verbs, are known as *function words*. Function words do not carry the main meaning of a sentence, and are usually unstressed in spoken English.

Explain that most adverbs, which tell us how, when or where something is done, are also content words.

Ask students to identify the content words in the sentences in bold.

- ▶ **8.4** Play the audio. Have students check answers in pairs.

- ★ **CHALLENGE** Have students look at a map of Hawaii to find the places talked about in the conversation.

- B** Model the conversation with a student. Then have students work in pairs to practice.

- C** Model the conversation. Ask for a volunteer to share what his or her partner said.

- ⊕ **SUPPORT** Elicit or introduce possible opening questions for the conversation and alternate reactions.

## LISTENING

- A** ▶ **8.3** Play the video. Have students circle the correct option as they listen. Check the answer as a class.

- B** Give students time to read the sentences.

- ▶ **8.3** Play the video again and have students complete the activity.

- C CRITICAL THINKING** Read the question aloud. Give students time to think about their answers before discussing in pairs. Write on the board:

*I'd like to ask her ...  
I want to know more about ...*

## Content Note

Ross Donihue makes maps that tell stories and share information about a place. Donihue's organization Maps for Good made the first map and guide for the Patagonia National Park.

## SPEAKING

- A** Explain to students what content words are.

8B

The deepest, longest, and most beautiful

LESSON OVERVIEW

**Aims:** Talk about places; make comparisons; give and take a quiz about the natural world.

**Infographic Summary:** Seven of the world's natural wonders are introduced. From mountains to rivers, the planet has some extraordinary natural places.

LANGUAGE FOCUS

**A** Have students read the infographic.

**★ CHALLENGE** Before students open to page 64, explain that they are going to see an infographic about seven natural wonders of the world. Ask them to guess the names of three of these wonders. Then have them open their textbooks to check their guesses.

**B** Have students preview the task.

**▶ 8.5** Play the audio. Have students check answers in pairs.

Ask what country each wonder talked about in the audio is located in. Paricutin Volcano and Copper Canyon are in Mexico, and the Grand Canyon is in the southwestern United States.

**C** Have students read through the passage individually.

**▶ 8.6** Play the audio. Have students fill in the blanks as they listen. Check answers as a class.

8B

The deepest, longest, and most beautiful

LANGUAGE FOCUS Discussing natural wonders

**A** Read the information. Do you agree with the list? If not, what other wonders would you add?  
*Answers will vary*

SEVEN WONDERS of the NATURAL WORLD

Our planet is home to some incredible natural wonders. Here are seven of the most amazing.



Rio de Janeiro's harbor is one of the most beautiful harbors in the world.



The best place to see the **Aurora Borealis** is from northwest Canada.



Mexico's **Copper Canyon** is deeper and longer than the Grand Canyon.



**Mount Qomolangma** is the highest mountain in the world.



Other volcanoes may be larger than Mexico's **Paricutin Volcano**, but few are more beautiful.



Africa's **Victoria Falls** is the world's largest waterfall.



**The Great Barrier Reef** is the world's largest coral reef system.



**B ▶ 8.5** Two people are talking about the places above. Watch and complete the information.

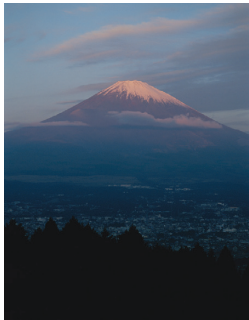
- 1 The man thinks Paricutin Volcano is the most beautiful volcano in the world.  
2 The woman says Copper Canyon is deeper than the Grand Canyon.



**C ▶ 8.6** Listen to the introduction to Mount Fuji. Fill in the blanks with the information you hear.

Mount Fuji (富士山) is a symbol of Japan. At 3,776 meters, it is <sup>1</sup> the highest mountain in Japan. It is only 100 kilometers from Tokyo, <sup>2</sup> the largest city in the country.

Mount Fuji is one of <sup>3</sup> the most popular tourist attractions in Japan. More than 200,000 people climb to the top every year. Most visit during the summer months. Climbing in the summer is <sup>4</sup> easier than in the winter. Few climb during the winter as the conditions make it <sup>5</sup> more dangerous than usual.



Language Note

A mountain is usually described as *high*, but a person is *tall*. The adjective *tall* usually refers to tall and thin, like a tree or building. In general, something that is *high* is far above the ground, like an airplane high in the sky.

Large things that are both tall and wide, like a wall or a fence, are also described as *high*, as well as things that are out of reach, such as a *high shelf in the kitchen*.

**➡ EXTENSION ACTIVITY** Have students watch the **Warm Up** videos for Unit 8 again and also Unit 3. Ask students to make comparisons between the nature shots taken by Karen Bass and Chris Burkard. Tell pairs to come up with three comparisons to share with the class. For example, *Burkard's locations look colder than ...*

Many people start to climb Mount Fuji at night. <sup>6</sup> The best place to experience sunrise is from the top. Japan, after all, is nicknamed the “Land of the Rising Sun.”

SPEAKING Talking about natural wonders

A Study the language in the chart. Pay attention to **comparative and superlative adjectives** in each sentence.

Making comparisons	
<b>Comparing two things</b> Copper Canyon is <b>deeper than</b> the Grand Canyon. I think Kauai is <b>more beautiful than</b> Oahu. Spring is a <b>better</b> time to visit <b>than</b> summer.	<b>Comparing three or more things</b> The Grand Canyon isn't <b>the deepest</b> canyon in the world. I think Kauai is <b>the most beautiful</b> place in Hawaii. May is <b>the best</b> month to go there.
Is the Amazon <b>longer than</b> the Nile? No, it isn't. Which is <b>wider</b> —the Nile or the Amazon? The Amazon is (wider).	Is the Nile <b>the longest</b> river in the world? Yes, it is. What's <b>the widest</b> river in the world? The Amazon is (the widest).

For more information on **comparative and superlative adjectives**, see Grammar Summary 8 on page 126.

B What do you know about some of the world’s most famous natural wonders? You are going to give each other a quiz. **Student A:** Turn to page 109. **Student B:** Turn to page 106.

C Work with a partner. Write three quiz questions of your own. Then ask them to another pair. (Be sure you know the answers!)

- 1 \_\_\_\_\_ ?
- 2 \_\_\_\_\_ ?
- 3 \_\_\_\_\_ ?

What's the largest continent in the world?

Is it Asia?



SPEAKING

A Have students read over the language chart. Explain the use and formation of comparatives and superlatives. Point out that *than* is used after the adjective when making a comparison. See **Language Note** on the right. Direct students to Student Book page 126 for more information.

Language Note

Comparatives are used to compare two things e.g., *taller*, while superlatives show that something is the most among a group e.g., *tallest*.

The basic rules for forming comparative adjectives are as follows:

- For one-syllable adjectives, e.g., *tall*, add the suffix *-er*, e.g., *taller*.
- For two-syllable adjectives ending in *y*, e.g., *busy*, add *-ier*, e.g., *busier*.

B Have students work in pairs. Give students enough time to give each other their quizzes, and then have them check their answers.

C Model the conversation with a student. Write on the board:

Where is the ...  
Which one of ...  
... in which ocean / country?

Elicit a list of useful adjectives for students to use in their questions. Write them on the board. Possibilities include *long*, *short*, *tall*, *high*, *big*, *small*, *deep*, *hot*, and *cold*.

Have students write questions based on their own knowledge. Explain that they can write questions about regional or local points as well.

- For other adjectives with two or more syllables, e.g., *interesting*, use *more*, e.g., *more interesting*.

Superlatives are formed by adding the suffix *-est* to adjectives with one syllable (e.g., *longest*) or adjectives with two syllables if the word ends in *y* (e.g., *sunniest*) and adding *most* before other adjectives with two or more (e.g., *most popular*, *most interesting*).



8C

# Unseen footage, untamed nature

## LESSON OVERVIEW

**Aims:** Watch and understand a talk about the joy of filming nature; observe a speaker showing enthusiasm.

**Target Vocabulary:** amazing, capture, tough, wonderful

**TED Talk Summary:** Karen Bass has traveled all over the world to make films about nature. She shares how new technology is making her job even more exciting since it is helping her take images of unknown animals and remote places. Even after decades of being a filmmaker, she continues to feel passionate about her job. Even when it's challenging, she wakes up excited to have a career that lets her share new knowledge with the world.

## PREVIEWING

Read the paragraph aloud as students read along. Note that Bass's message about feeling passion for your job, even when it involves struggle and challenge, is reminiscent of photographer Chris Burkard's message in Unit 3. Have students work individually. Check answers as a class, eliciting sample sentences for vocabulary words.

## VIEWING

**A** Have students preview the task.

**8.7** Play Part 1 of the TED Talk. Have students work individually. Then check answers as a class.

Elicit or explain the meaning of any other new language items in Part 1, such as *having new perspectives*, *worldwide*, and *spring in my step*.

8C

# Unseen footage, untamed nature

## TED TALKS

KAREN BASS's idea worth spreading is that world travel and new technology have allowed her to see and **capture** on film some **wonderful** things in nature. Bass shows that when you have a job you love, even long hours and **tough**, challenging situations can't affect your passion for your work.



## PREVIEWING

Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.

- 1 If you **capture** something on film, you (**record** / **erase**) it.
- 2 Something that is **wonderful** is (**great** / **sad**).
- 3 A **tough** job is very (**easy** / **difficult**).

## VIEWING

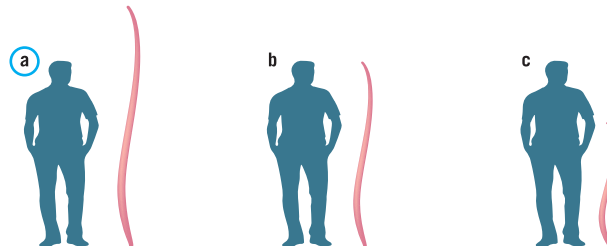


**A** **8.7** Watch Part 1 of the TED Talk. Complete the sentences. Choose the correct option.

- 1 Bass believes she's "lucky" in her job because she \_\_\_\_\_.  
a has a passion for using new technology    **b** can share her work with millions of people
- 2 The latest technology helps her to \_\_\_\_\_.  
**a** get new images of animals that people have never seen before  
b work together with people all around the world
- 3 Bass says she is also excited when \_\_\_\_\_.  
a she travels to a place no one has been before    **b** new animal species are discovered



**B** **8.8** Watch Part 2 of the TED Talk. Which of the diagrams below shows the length of a bat's tongue if the bat were the size of a human?



66

**B** Have students work individually.

**8.8** Play Part 2 of the TED Talk. Check answers as a class.

Elicit the statistic in the video that gave students the correct answer.  
(a 2.5-inch bat has a 3.5-inch tongue)

**C** **8.9** Play Part 3 of the TED Talk. Remind students that they described the Altiplano in question 1 of **Warm Up**. Point out that now they have a lot more information about the region after the reading passage and video.

**D CRITICAL THINKING** If possible, give students time to do some online research about unique and remote places. Have students work with a partner to introduce the places they would film.

**EXTENSION ACTIVITY** Have students work individually to make a movie poster about a remote place. Then have them present their film idea to a group. Have students vote on which idea will make the most interesting film.



**C** ▶ **8.9** Watch Part 3 of the TED Talk. Choose the correct option.

- Why did Bass first go to the Altiplano?
  - To backpack.
  - To live.
  - To film animals.
- What does Bass say is an advantage of the Altiplano's thin atmosphere?
  - Unique animals live there.
  - It almost never rains.
  - It's easy to see the stars.

## D CRITICAL THINKING

**Applying** Imagine you are a filmmaker like Karen Bass. Which place would you like to visit? What would you like to film? Discuss with a partner. *Answers will vary*

## VOCABULARY IN CONTEXT



▶ **8.10** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

1.c 2.a 3.a 4.c

## PRESENTATION SKILLS Showing enthusiasm

You can show you are enthusiastic through the kind of language you use. For example, instead of using words like *good* or *nice*, you can use stronger adjectives such as:

*amazing brilliant fantastic magnificent wonderful*



**A** ▶ **8.11** Watch the excerpts from Karen Bass's TED Talk. Complete the sentences below with the words you hear.

- "There are so many wonderful places. But some locations draw you back time and time again."
- "But the advantage of that wonderful thin atmosphere is that it enables you to see the stars in the heavens with amazing clarity."
- "Thank you so much for letting me share some images of our magnificent, wonderful Earth."

**B** Read the excerpt from a presentation below. What words could you add to make the speaker sound more enthusiastic? *Answers will vary*

India is my favorite place in the world. There are so many things you can do there. You can visit the beaches in Goa, sail down the River Ganges, and of course, no trip to this place is complete without seeing the Taj Mahal.

**C** Work with a partner. Take turns reading the script above. Include some strong adjectives to help you sound enthusiastic.



The Parinacota volcano, high in the Altiplano

67

## Language Note

To *have a new perspective* means to see something in a new way or differently than before.

Synonyms for *worldwide* include *global* and *international*.

Someone who has a *spring in their step* is walking with an excited, happy feeling.

## VOCABULARY IN CONTEXT

▶ **8.10** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

## PRESENTATION SKILLS

**A** Read the box aloud as students read along. Have students practice saying each word aloud. Elicit additional words for showing enthusiasm. Write them on the board. Possibilities include *fabulous*, *incredible*, *terrific*, and *unbelievable*.

▶ **8.11** Play the video. Check answers as a class. Go over the sentences in more detail. Elicit the meaning of the following phrases: *draw you back*, *time and time again*, and *stars in the heavens*.

## Language Note

When you are *drawn back* to something, you feel compelled to go back or experience it again.

Something that happens *time and time again* happens many times over.

The noun *heavens* refers to the night sky—the *heavens above*.

**B** Point out that students should be adding words that show enthusiasm to the paragraph.

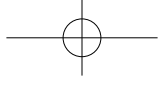
Note that students' answers will vary, but for the most part they should be modifying nouns. Suggested answers should look like the following:

*India is my favorite place in the world. There are so many (strong adjective) things you can do there. You can visit (strong adjective) beaches in Goa, sail down the (strong adjective) River Ganges, and, of course, no trip is complete without seeing the (strong adjective) Taj Mahal.*

**C** Have students work in pairs. Tell them to choose different strong adjectives from their partners.

Ask for volunteers to present to the class. Ask the class to comment on how the paragraph changed when they heard it with words of enthusiasm.

➡ **EXTENSION ACTIVITY** Have students write a script similar to the one in **B**. Tell them to use their favorite place and speak enthusiastically about why they love it. Have students present aloud to the class.



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## 8D Our natural wonders

8D

## Our natural wonders

### LESSON OVERVIEW

**Aims:** Express agreement; describe a landscape.

### COMMUNICATING

**A** Divide the class into small groups. Give groups enough time to brainstorm a list of attractions. Tell groups to also brainstorm adjectives to describe each natural attraction.

**B** Group members should debate their list of choices. Tell students they are choosing a place for tourism.

Draw students' attention to

**Expressing agreement.** Read the phrases aloud as students repeat. Also introduce simple phrases for disagreement: *I don't agree; I have another opinion.*

**C** Explain that students' posters will be like a travel brochure with information about the place. Tell them to think about how to best advertize the location. What important information do tourists need to know?

★ **CHALLENGE** Have students make the poster an infographic that also visually represents the information that is being shared about the location.

**D** Have groups present their posters. Tell students that every group member should speak during the presentation. Remind them to use strong adjectives.

⊕ **SUPPORT** Write on the board

*We have chosen the attraction ...  
Some interesting facts about  
include ...  
You can do ... when you are there.  
The best time to visit is ...  
We think it's a great place!*

8D

### COMMUNICATING A tourism poster Answers will vary

**A** Work in a group. Imagine you are part of a tourism board. Brainstorm a list of China's natural attractions. Think about lakes, rivers, forests, parks, etc.

We have some nice national parks. How about one of those?

Good idea. I think Seacoast Park is the most famous park.

**B** Which attractions would foreign visitors like the most? Agree on three.

#### Expressing agreement

*I agree. You're right. That's a good point. I couldn't agree more.*

**C** Create a poster for your attractions. Think about what you want to include and take notes. Include visuals or other things to make it interesting.

best time to visit	what's special about it	interesting facts
how to get there	what to see there	what to do there

**D** Hold a class poster session. Look at your classmates' posters and present your own. Remember to sound enthusiastic when you give your presentation.

### CRITICAL THINKING Answers will vary

**Personalizing** Think about some incredible landscapes in China, and the animal species living there. What place would you most like to visit? Take notes, and then use your notes to tell your partner about that place.  
Place: \_\_\_\_\_

Location: \_\_\_\_\_

Best time to go: \_\_\_\_\_

Why I want to visit: \_\_\_\_\_



### CRITICAL THINKING

Read the questions aloud as students read along. Have them work in pairs. If necessary, let students research places online to get some information and take notes. In the end, ask some students to do a presentation in front of the class.



# 9 Achievements



Robert Swan  
Polar explorer, TED Speaker

“Beneath our feet:  
90 percent of all the world’s  
ice, 70 percent of all the  
world’s freshwater.”

## UNIT GOALS

### In this unit, you will ...

- talk about personal achievements.
- watch a TED Talk about protecting a special place.
- learn to pause effectively when you speak.

## WARM UP



▶ **9.1** Watch part of Robert Swan’s TED Talk.  
Answer the questions with a partner.

- 1 Where do you think the speaker is?  
*Answers will vary*
- 2 Why do you think he’s there?  
*Answers will vary*

69

## UNIT GOALS

The unit focuses on personal accomplishments and major achievements of explorers and record breakers. Students will be encouraged to share their personal goals as they watch the extraordinary accomplishments of others. They will use collocations and the simple past tense to talk about their own accomplishments. Students will also build on skills they learned in Unit 8, using statistics and describing extreme conditions.

## TED Speaker

Robert Swan is a polar explorer and dedicated environmentalist.

## TED Talk Summary

Robert Swan is committed to educating others about the dire situation of the polar ice caps. Using statistics and some humor, Swan implores the audience to not only care about the environmental disaster that the poles are facing, but also to do something to reverse and stop it altogether.

## Idea Worth Spreading

We must save Antarctica in order to guarantee the survival of the human species.

# 9

## Achievements

## WARM UP

▶ **9.1** Play the preview clip of the TED Talk.

Have students work in pairs to answer the questions. Elicit answers and reasoning from the class.

For questions 1 and 2, note that students will be able to infer both pieces of information from Swan’s job title, “polar explorer.” The video is likely in either the North or South Pole, and he is likely there to explore.

Read the quote aloud. Elicit the meaning of each statistic Swan gives. Remind students that statistics are powerful because numbers are believable—they make an impression and can get an audience thinking.

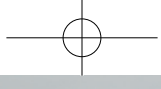
Elicit or explain the meaning of unfamiliar terms, like *radio communications* and *backup*.

## Language Note

When Swan says, “We have no radio communication, no backup,” he means that his team had no way of contacting anyone in the outside world. The term *backup* means help or support.

➔ **EXTENSION ACTIVITY** Ask students to work individually to make a ten-year timeline of things they have accomplished in the last five years and hope to accomplish in the next five. Note that they can refer back to this during the unit to support activities in which they talk about personal achievements.





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9A

## We did it!

### LESSON OVERVIEW

**Aims:** Learn collocations to describe achievements; listen to people talk about what they've accomplished; practice talking about an achievement.

**Target Vocabulary:** climb a mountain, finish college, get a job, get into college, get into shape, give a presentation, learn a new language, pass an exam, run a marathon, start a business, win an award, win a competition

### VOCABULARY

**A** Note that each vocabulary item is a collocation for talking about accomplishments containing an action verb + object.

Check answers as a class by writing a word web on the board with the topic *Personal Achievements* in the middle. Elicit additional word pairs related to achievements. Suggestions include:

*finish a race, finish a project  
get a license, get a car  
give a lecture, give a talk  
learn a new skill, learn a sport*

★ **CHALLENGE** Have students work in pairs instead of as a group to brainstorm words collocations.

**B** Model the conversation with a volunteer. Point out that the verb should be in the *-ing* form.

Tell students they should choose the three most difficult achievements. Point out they will have different opinions about which are difficult.

⊕ **SUPPORT** Write on the board: *I think (-ing verb + complement) is the most difficult.*

★ **CHALLENGE** Have students also practice making comparisons between different accomplishments. Have them review comparatives and superlatives from Unit 8. For example, *I think finishing college is more difficult than*

Climbers celebrate reaching the top of a mountain in the Antarctica.



9A We did it!

### VOCABULARY Personal achievements

**A** Match the words in each set.

1 run into shape  
2 get a new language  
3 learn a marathon

4 climb college  
5 win a mountain  
6 finish an award

7 win a job  
8 pass a competition  
9 get an exam

10 get a presentation  
11 give into college  
12 start a business

**B** Which of the achievements above do you think are the most difficult? Why? Discuss with a partner.

I think running a marathon is the most difficult.

Really? I think learning a new language is more difficult.

70

*getting a job, but starting a business is the most difficult.*

### LISTENING

**A** Read **Listening for past time expressions** aloud as students read along. Draw students' attention to the words in bold. Note that students will be hearing the past tense in the conversation. (*decided, would set, wanted*) Write on the board: *When I was ...*

▶ **9.2** Play the video.

Elicit the expressions that students heard in the video that indicates a past experience. Note that none of the expressions are the same as those in the box, but each clearly indicates a past event. (*In 2012; After the race; After my last race*)

Elicit the length of a marathon. (42 kilometers)

**B** Give students time to preview the task.

▶ **9.2** Play the video again and check answers as a class.

## LISTENING My great achievement

### Listening for past time expressions

Listening for certain time expressions helps you understand when the speaker is talking about the past. For example:  
one year ago last week When I was a child, ...



**A** ▶ **9.2** Scott Leefe is an amateur marathon runner. Watch the video and check [✓] his achievement.

- ☒ He ran 12 marathons in one year.
- ☐ He broke a national record for the marathon.
- ☐ He won a marathon in Iceland.

**B** ▶ **9.2** Watch the video again. Match the events to the places.

- 1 Leefe ran his first marathon in Reykjavik, Iceland.
- 2 His favorite marathon was in Okinawa, Japan.
- 3 His most difficult race was in Gwacheon, Korea.
- 4 He finished in third place in Kuala Lumpur, Malaysia.

### C CRITICAL THINKING

**Personalizing** Do you know about anyone who achieved something similar to Leefe? Discuss with a partner.



Marathon runner Scott Leefe taking part in a marathon in Iceland

## SPEAKING Talking about an achievement



**A** ▶ **9.3** When we are expressing strong feelings, like excitement or praise, we often raise the pitch of our voice. Underline the words where the speakers might raise their pitch. Then watch the video and check your answers.

- A: How was the race last week? speech contest / talent show
- B: Pretty good. I got second place. came in second / was runner-up
- A: Oh, well done! congratulations / good job
- B: Thanks! It wasn't easy.
- A: Did you get a prize?
- B: Yeah. I did. I won a \$50 book voucher.
- A: Great! You must be really happy. really pleased / delighted
- B: I am. It was really hard work, but it was worth it.

**B** Practice the conversation with a partner. Practice again using the words on the right.

**C** Think of something you achieved. Choose one of these ideas or think of your own. Join a group and talk about your achievement.

- a speech / writing contest college entrance examination
- a race in sports meeting a basketball game

Ask students more details about Scott's favorite and most difficult marathons. (*Reykjavik had beautiful scenery; Kuala Lumpur was really hot, and he forgot his running shoes.*)

**C CRITICAL THINKING** Point out that students can talk about someone they know about who has accomplished a physical or sports-related achievement like Scott Leefe, or someone who has achieved something totally different but just as impressive.

## SPEAKING

**A** Elicit the occasions when we speak in higher pitch, for example, when we are angry, surprised or excited. Tell students that people often express strong emotions by using higher pitch.

Have the students finish the exercise individually.

▶ **9.3** Play the audio. Check answers as a class.

**B** Point out that the conversation specifically introduces language for talking about an achievement in a

competition. Write *got second place, came in second, and was runner-up* on the board.

Note that these are all different ways to describe the same result: second place. Point out that for a more general answer, or for a situation like a game where there are just winners and losers, speakers could say *I / We won* or *I / We lost*.

Note that the first half of the conversation could be used to talk about a range of topics from school exams to work deadlines, but the *prize* mentioned in the second half of the conversation narrows the topic to competitions.

Model the conversation aloud with a student using one of the alternate options. Then have students work in pairs to practice the conversation.

★ **CHALLENGE** Have students replace the words in blue with their own ideas.

**C** Give students time to write detailed notes about a competition or exam. Remind them to give response when they hear their group member mentioned the achievements.

➡ **EXTENSION ACTIVITY** Tell students to pretend that last year they ran 12 marathons in 12 countries just like Scott Leefe. Have students work in pairs. Ask them to tell their partners one interesting thing that happened during the race in each country. Write on the board:

*When I ran in Japan, there was an earthquake during the race!*  
*When I ran in Iran, they gave us tea instead of water.*



9B

# Exploring the world

## LESSON OVERVIEW

**Aims:** Understand an infographic about achievements in exploration; use the past tense; tell a story.

**Infographic Summary:** The infographic introduces explorers, from mountain climbers to astronauts, who have made iconic and record-breaking first voyages over a 60-year time period.

## LANGUAGE FOCUS

**A** Have students look at the infographic.

Ask students how many of the explorers they've heard of. Elicit students' thoughts on which record is the most interesting and why. Write on the board:

*I think ... is the most interesting because ...*

Explain that students can refer to either the person's name or the achievement. For example, *I think Jessica Watson's achievement is the most interesting because ...; I think sailing around the world is the most interesting because ...*

**B** **9.4** Have students preview the task. Play the audio. Have students listen to the audio again to check their answers.

**★ CHALLENGE** Play the audio for **B** again. Elicit the past tense verbs heard in the audio: *were, became, walked, skied, ice-sailed, lasted, and wanted*.

**C** Have students read over the questions and choices individually before playing the audio.

**9.5** Play the audio. Check answers as a class. Point out that the two questions are about the important details of the conversation.

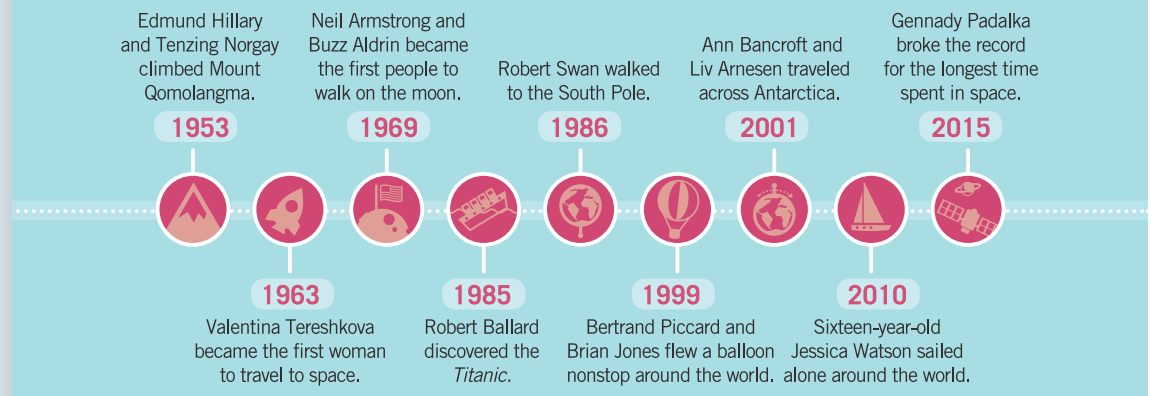
9B

# Exploring the world

**LANGUAGE FOCUS** Discussing past events

**A** Read the information. Which achievement do you think is the most interesting?  
Answers will vary

## MILESTONES IN EXPLORATION



**B** **9.4** Listen to more information about Ann Bancroft and Liv Arnesen's achievement. Complete the sentences.

- Before they became explorers, Ann Bancroft and Liv Arnesen worked as teachers.
- In 2001, they became the first women to cross the Antarctic on foot.
- Their journey across Antarctica took three months.
- They wanted to inspire others through their adventure to make their own achievements.
- More than 3 million children all over the world watched and shared in this amazing journey.



**C** **9.5** Listen to the story about Sarah McNair-Landry. Choose the best answer to each question.

- Why did Sarah want to explore the Arctic (北极) from an early age?
  - Because she loves adventure.
  - Because her friends often went there.
  - C** Because her parents worked there.
  - Because Arctic exploration is popular in Canada.

**➡ EXTENSION ACTIVITY** Have students write two past tense questions about McNair-Landry, based on the information in **C**. Explain that pairs will quiz each other on the information they heard. Students should answer based on their memory.



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- 2 Why did she want to snow-kite across Greenland?
- a To show that snow-kiting is an exciting activity.
  - b To make friends with other people who like snow-kiting.
  - c To prove that she was a successful explorer.
  - d** To raise awareness of global warming.



Sarah McNair-Landry and her dogsled in the Arctic

## SPEAKING Talking about round-the-world adventure

- A** Study the language in the chart. Pay attention to the use of **simple past**.

### Talking about the past

In 1969, Apollo 11's Lunar Module **landed** on the moon.  
Neil Armstrong **was** the first to walk on the moon. Buzz Aldrin **was** the second.  
They **were** on the surface of the moon for just over two hours.  
Michael Collins **was** also on the mission but he **didn't walk** on the moon.

Piccard and Jones **began** their balloon flight around the world in 1999.

**Were** they successful?

**Yes**, they **were**.

**Did** they **make** any stops on their journey?

**No**, they **didn't**.

How long **did** the journey **take**?

It **took** almost 20 days.

For more information on **simple past**, see Grammar Summary 9 on page 126.

- B** Read the beginning of the story of Jessica Watson's round-the-world sailing trip.

Australian Jessica Watson sailed around the world alone. She left Sydney on October 18, 2009. She was just 16 years old.

- C** You are going to read more about Jessica Watson's trip. **Student A:** Turn to page 108.  
**Student B:** Turn to page 105.

- B** Read the paragraph aloud with the class.

- C** Have students work in pairs. Assign each partner as A or B. Explain that partners will have almost the same information, but there are different gaps in their passages. Tell partners to ask each other questions to get the information they are missing. Give students time to work individually to write their questions. Remind them to use the past tense.

## SPEAKING

- A** Have students read over the language chart.

Note that many of the subjects in the chart are plural, so the verbs are too. Explain that explorers and record breakers often work in teams to achieve their goals, which is why a plural subject is used.

### Language Note

Make sure students understand that two kinds of past-tense *Yes/No* questions appear in the chart, and each requires a different answer as a complete sentence. Write on the board:

*Did she accomplish that? Yes, she did.*  
*Was she the first woman to accomplish that? Yes, she was.*

*Did they break the record? Yes, they did.*  
*Were they the record breakers? Yes, they were.*

Remind students that the verb *did* can be used for single and plural subjects, but the *be* verb changes according to the subject. Give a quick review of the *be* verb in the past tense: *I was, She/He was, You were, They were, We were.*

9C

# Let's save the last pristine continent

## LESSON OVERVIEW

**Aims:** Watch and understand a talk about preserving Antarctica; observe effective body language.

**Target Vocabulary:** link, mission, preservation, threaten

**TED Talk Summary:** Robert Swan tells the story of his first crossing of Antarctica and how it changed him. Not only did he face his fears during the journey, but he also saw firsthand the effects that climate change has already started to have on the ice. He shares how he has since made it his mission to educate as many people as he can about Antarctica so that the world understands we need to save the continent to save our species.

## PREVIEWING

Read the paragraph aloud as students read along. Note that by this point in the unit, students have learned about Swan in the **Warm Up** video.

Explain that when someone *makes something their mission*, it means they commit to making it happen. Point out that the verb *link* in the paragraph is followed by the preposition *to*. Note that *link to* is a common verb phrase.

★ **CHALLENGE** Have students work in pairs to paraphrase Swan's idea worth spreading. For example, *Humans must stop the destruction of Antarctica by climate change in order to ensure our own survival as a species.*

9C

# Let's save the last pristine continent

## TED TALKS

ROBERT SWAN has made it his **mission** to protect Antarctica. He knows from experience that what is happening there **threatens** the Earth's long-term health. His idea worth spreading is that the **preservation** of Antarctica is **linked** to our survival, and that it's within our power to slow down the melting of ice at the South Pole.



## PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- |   |   |
|---|---|
| 1 connected: <u>linked</u>              | 3 to put in danger: <u>threaten</u>     |
| 2 a very important task: <u>mission</u> | 4 keeping the same: <u>preservation</u> |

## VIEWING



**A** ▶ **9.6** Watch Part 1 of the TED Talk. Circle **T** for true or **F** for false.

- |   |  |
|---|--|
| 1 Swan describes himself as an environmentalist.                              | T <input type="radio"/> F <input type="radio"/>            |
| 2 On the expedition, Swan's team had radios so that they could call for help. | T <input type="radio"/> F <input type="radio"/>            |
| 3 It was so cold that water could freeze in their eyes.                       | <input checked="" type="radio"/> T <input type="radio"/> F |
| 4 The journey to the South Pole took 90 days.                                 | T <input type="radio"/> F <input type="radio"/>            |



**B** ▶ **9.7** Watch Part 2 of the TED Talk. Complete the summary with the numbers you hear.

Robert Swan has taken more than <sup>1</sup> 1,000 businesspeople and students to Antarctica so that they could experience the place for themselves. During these visits, they removed <sup>2</sup> 1,500 tons of old waste metal over a period of <sup>3</sup> eight years and recycled it in South America. Swan has been to Antarctica <sup>4</sup> 35 times. He believes everyone who goes there returns home as a champion for this amazing place.



**C** ▶ **9.8** Watch Part 3 of the TED Talk. What "simple solution" does Swan suggest to stop the melting of Antarctica's ice? Circle the correct answer.

- ☒ a We should all use more renewable energy. If we do, people won't need to use Antarctica's resources and we can also slow down the melting of the Antarctica's ice.
- ☐ b The Antarctica can provide a lot of renewable energy. If we use energy from Antarctica, people will realize how special the place is. It can also help slow down global warming.

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## Language Note

*Long-term health* refers to well-being over a long period of time. A person's *long-term health* refers to years or decades. However, the *long-term health* of a planet may refer to thousands of years.

## VIEWING

**A** Have students preview the task.

▶ **9.6** Play Part 1 of the TED Talk. Have students check answers as a class.

Tell students that they saw an example of involving the audience in Part 1. Elicit what Swan did: *He addressed the audience directly by talking about their location in relation to the South Pole.*

**B** Have students preview the task. Elicit what kind of information they are listening for. (*statistics*)

▶ **9.7** Play Part 2 of the video. Play the video again for students to check their answers.

Point out that the statistics in the paragraph are evidence of how Swan *has made it his mission to protect*



## D CRITICAL THINKING

**Inferring** Discuss the following questions with a partner. *Answers will vary*

- 1 Why do you think Robert Swan chose to have no backup on his expedition to the South Pole?
- 2 Robert Swan describes India and China as “game-changing nations.” What do you think he means by this?

## VOCABULARY IN CONTEXT



- ▶ **9.9** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.  
1.b 2.c 3.a 4.c

## PRESENTATION SKILLS Effective pausing

Pausing at an appropriate time allows the audience time to stop and consider the speaker’s message. You can pause after an important point or a question you want the audience to think about.



- A ▶ **9.10** Watch the excerpt. Notice how Swan uses pauses when he speaks.



- B ▶ **9.11** Read the sentence below. Mark with a / where you think Swan will pause. Watch the excerpt and check your guesses.

I have faced / head-on / these places, and to walk across / a melting ocean of ice is without doubt the most frightening thing / that’s ever happened to me.

- C Look at the paragraph about Robert Swan on page 74. Imagine this is part of a presentation you are giving. Mark with a / where you think you should pause. Then practice reading the paragraph to your partner. *Answers will vary*



A polar bear in the Arctic jumps from one piece of ice to the next.

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*Antarctica.* Elicit the actions he’s taken that are mentioned in the paragraph: educate people, take people on tours there, clean up trash.

- C Have students preview the question.

- ▶ **9.8** Play Part 3 of the video. Check answers as a class. Elicit examples of renewable energy. See

**Content Note.** Note Swan’s point is that using renewable energy will keep Antarctica’s resources from being exploited.

## Content Note

Currently, most major electrical plants in the world generate energy using coal, oil, or natural gas, which are nonrenewable sources of energy, or fossil fuels. Renewable energies include *wind, solar, geothermal, and hydropower.*

- D **CRITICAL THINKING** Explain that a *game-changer* is someone that has the power to make a large impact. In regard to energy, because both China and India have over 1 billion people, the energy use of those two countries will have a profound effect on the rest of the world. If China and India use renewable energy, it will impact the world greatly, which is why Swan talks about working with young people from these countries.

## VOCABULARY IN CONTEXT

- ▶ **9.9** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

## PRESENTATION SKILLS

- A Read the **Presentation Skills** paragraph aloud. Explain that pauses can make an impact during a speech, which allows the audience to process your words and anticipate what you’re going to say next. Explain that pausing puts emphasis on what you just said.

- ▶ **9.10** Play the video and have students watch for pauses. If necessary, stop the video after each pause to discuss the effect it had on students as they were listening. (*just a survivor, the ice melt of the South and North Poles, we need to listen, and if we don’t*)

- B Ask students to guess where they think Swan will pause. Tell them to think about what points he wants the audience to consider more deeply.

- ▶ **9.11** Play the video for students to check their guesses.

- C Have students work individually to practice reading the paragraph at the top of page 74 aloud to decide where to pause. Remind them that they should think about what points they want to emphasize.

Suggested phrases to emphasize:  
*protect Antarctica; threatens Earth’s long-term health; linked to our survival; it’s within our power.*

9D

Great achievements

LESSON OVERVIEW

**Aims:** Research and give a talk; talk about achievements.

COMMUNICATING

- A** Read the categories in the box and elicit or explain the meaning of each.
- B** Have students read the questions and use a mind map to organize their notes. Give students five to ten minutes to complete their research online.
- C** Point out that students do not have to present information in the same order as the questions, but in order of relevance.

Tell pairs to decide which partner will talk about which part of the content. Explain that each should be speaking for an equal amount of time of at least one minute each.

Draw students' attention to the expressions in **Interrupting politely**. Read the them aloud and have students repeat.

Students who are listening should interrupt politely at least once during the presentation. Point out that they can interrupt with either a question or a comment.

Have students write their notes individually. Then ask them to compare their notes with their partner's.

Have them discuss the differences and similarities in their content and writing styles: Did they include the same information? Did they present their statistics differently? What about the organization of the information?

9D

Great achievements

COMMUNICATING An achievement Answers will vary

**A** Work with a partner. Think of a person who made an important achievement in one of the following categories.

sports entertainment	medicine inventions	education science	exploration technology
-------------------------	------------------------	----------------------	---------------------------

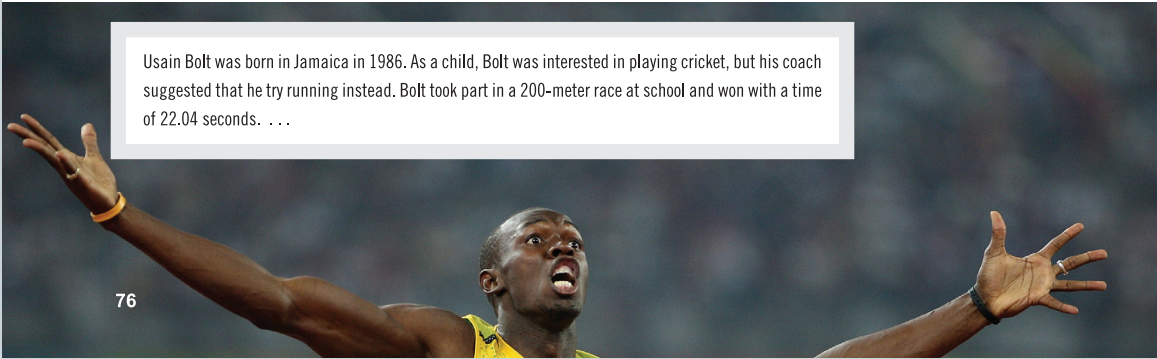
- B** Research information about this person. Find answers to some of the following questions. Take notes.  
What does this person do? Did anyone help him or her?  
Why did you choose this person? Why is the achievement important?  
What was his or her achievement? What other events in this person's life are important?  
What did he or she need to do to achieve it? How long did it take?  
What's your opinion of this person's achievement?
- C** Use your notes to prepare to talk about the person and his or her achievement. Then tell another pair. Answer any questions.

**Interrupting politely**  
Sorry, can I just stop you there?      Sorry, do you mind if I ask a question?      Sorry, can I just ask something?

CRITICAL THINKING Answers will vary

**Personalizing** Think of something you achieved. Choose one of these ideas or think of your own.  
a time you won something      a time you achieved a goal  
a time you learned something      a time you passed an important exam  
Talk about your achievement in a group. You may include the following in your talk:  
your preparations for it      any difficulties you encountered  
people who helped you      your feelings about it

Usain Bolt was born in Jamaica in 1986. As a child, Bolt was interested in playing cricket, but his coach suggested that he try running instead. Bolt took part in a 200-meter race at school and won with a time of 22.04 seconds. . . .



**+ SUPPORT** Encourage students to take notes while listening to the presentations in order to ask better questions.

CRITICAL THINKING

If students did the **Extension Activity** for the **Warm Up**, have them refer to their timelines. Give students time to write notes with more details about one past accomplishment.

Point out that it is not necessary to cover all the given points, and they can add information as they like to talk about to the list.

When the speaker is talking about his/her achievement, the listeners should give appropriate compliments. They can also give comments or raise questions.

Presentation 3 Describing an amazing place you visited

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

ago	beach	best	didn't	in	largest
most	quite	stayed	too	was	were

I'd like to talk to you about the <sup>1</sup> most amazing place I've ever visited.

The Great Barrier Reef is the <sup>2</sup> largest coral reef system <sup>3</sup> in the world. It stretches for more than 2,300 kilometers off the east coast of Australia. You can even see it from space! I went there with my best friend about two years <sup>4</sup> ago. We both really love diving, so this <sup>5</sup> was our dream holiday. We <sup>6</sup> stayed in a hotel on Heron Island, which is just off the coast. It's a beautiful place. The <sup>7</sup> best thing about the island was that we <sup>8</sup> didn't need to take a boat to visit the reef—the reef was right there, just off the <sup>9</sup> beach.

We saw some amazing things while we were diving. There <sup>10</sup> were so many different kinds of colorful fish. We even saw a sea snake that swam very close to us. To be honest, I was <sup>11</sup> quite scared!

The only bad thing about my trip was that it was much <sup>12</sup> too short. We stayed for three days and spent most of our time in the water. I'd love to go back again and maybe go diving in a different place.

Thanks for listening.



B Watch the presentation and check your answers.

C Review the list of presentation skills from Units 1–9 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker ...			
• introduces herself	<input type="checkbox"/>	• gives some statistics	<input checked="" type="checkbox"/>
• uses effective body language	<input checked="" type="checkbox"/>	• shows enthusiasm	<input checked="" type="checkbox"/>
• introduces her topic	<input checked="" type="checkbox"/>	• pauses effectively	<input checked="" type="checkbox"/>
• uses effective hand gestures	<input checked="" type="checkbox"/>	• thanks the audience	<input checked="" type="checkbox"/>
• involves the audience	<input type="checkbox"/>		

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C Have students preview the task.

P.3 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–6:

- 1. introducing yourself
- 2. using effective body language
- 3. thanking the audience
- 4. introducing a topic
- 5. using gestures
- 6. involving the audience

Then elicit the presentation skills for Units 7–9:

- 7. adding support by giving statistics
- 8. showing enthusiasm with strong adjectives
- 9. pausing effectively

Elicit the language that the speaker uses for introducing the statistic (*It stretches for more than ...*) and showing enthusiasm: *amazing* (line 1), *beautiful* (line 8), and *amazing* (line 12).

Elicit at what point in the presentation the speaker pauses.

Point out that just as in Presentation 2, the speaker does not introduce herself. Remind students that it is not always necessary to introduce yourself, especially when you are speaking to a group that already knows you. Elicit the language that the speaker uses to introduce the topic. (*I'd like to talk to you about ...*) Ask if the speaker involves the audience. (*The speaker does not.*) Elicit the language that the speaker uses to thank the audience. (*Thanks for listening.*)

Review the presentation skills from Units 7–9 in more detail. Elicit the language options or techniques that students learned in the units.

Adding support by giving statistics: *Studies show that nine out of ten people ...; According to a poll, one in three ...; A recent study finds that ...; Research shows that every day 500 men ...*

Showing enthusiasm: *amazing, brilliant, fantastic, magnificent, wonderful*

Pausing effectively: *Pause for important points or questions for the audience to think about.*

Presentation 3

**Aims:** Students give a short presentation to a partner about an amazing place that they've visited, using the presentation skills they learned in Units 7–9 as well as relevant skills from previous units.

MODEL PRESENTATION

A Have students work individually to complete the transcript. Ask questions about the presentation:

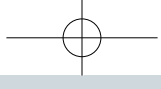
- 1. What is the purpose of the

presentation? (to talk about a place you've visited)

- 2. What is the topic? (the Great Barrier Reef)
- 3. What statistics does the speaker share? (2,300 kilometers long)
- 4. What did the speaker do there? (go diving)
- 5. What good points did the speaker share? (saw many fish)
- 6. What bad points did the speaker share? (The trip was too short.)

B P.3 Play the video to check answers.





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## YOUR TURN

- A** Explain that asking and answering questions about your topic is a useful technique for planning content.

Tell students that they can use the answers as their notes for the speech, or they can write key phrases like the speaker did in Presentation 1.

Give students 5–10 minutes to write notes for their presentations.

- B** Read the useful phrases aloud as students repeat. Elicit some additional nouns for natural features, as well as adjectives for describing them, that students learned in Unit 8. Possibilities include *river, reef, harbor, volcano, plain, plateau, salt flat, forest, national park, big, cold, crowded, deep, dry, high, hot, long, populated, small, tall, wet, and wide*.

Give students more time to revise their notes and decide what language to use in their presentations. Remind students to also use strong adjectives to express enthusiasm.

- C** Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**.

Remind students that they learned useful language for both being speakers and audience members in **Lesson D** of each unit. Review the language.

For Speakers:

Adding extra information: *and ...; Also, ...; What's more ...; In addition ...*

Conversation fillers: *Well ...; Um ...; Let's see ...; Hmm ...*

Inviting opinions: *What do you think? What's your opinion? Do you agree?*

For Listeners:

Showing interest: *Really? Yeah? Wow! Cool! That's great!*

Asking for clarification: *Can you repeat that please? Sorry, what did you say? Can you say that again?*

Responding to ideas: *Good idea! That's a great idea! Interesting! Tell me more.*

## YOUR TURN Answers will vary

- A** You are going to plan and give a short presentation to a partner about a place you've visited, or a place you'd like to visit. Use some or all of the questions below to make some notes.

What's the name of the place?

Where is it exactly?

What's special about it?

What did you do there?/What would you like to do there?

- B** Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

### Useful phrases

#### Natural features:

*beach, canyon, desert, island, lake, landscape, mountain, ocean, waterfall*

#### Adjectives to describe natural features:

*deep, dry, high, long, wide*

#### Stronger adjectives:

*amazing, brilliant, fantastic, magnificent, wonderful*

#### Past time expressions:

*ago, last, When I was ...*

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–9. As you listen, check [✓] each skill your partner uses.

The speaker ...

- |                                |                          |                         |                          |
|--------------------------------|--------------------------|-------------------------|--------------------------|
| • introduces himself/herself   | <input type="checkbox"/> | • gives some statistics | <input type="checkbox"/> |
| • uses effective body language | <input type="checkbox"/> | • shows enthusiasm      | <input type="checkbox"/> |
| • introduces his or her topic  | <input type="checkbox"/> | • pauses effectively    | <input type="checkbox"/> |
| • uses effective hand gestures | <input type="checkbox"/> | • thanks the audience   | <input type="checkbox"/> |
| • involves the audience        | <input type="checkbox"/> |                         |                          |

- D** Give your partner some feedback on his or her talk. Include two things you liked, and one thing he or she can improve.

That was great. You paused effectively, and you showed enthusiasm. But you forgot to introduce your topic.

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Declining to answer a question: *Sorry, I'd rather not say; I'd prefer not to answer; No comment!*

Expressing agreement: *I agree; You're right; That's a good point; I couldn't agree more.*

Interrupting politely: *Sorry, can I just stop you there? Sorry, can I just ask something? Sorry, do you mind if I ask a question?*

Encourage listeners to ask questions during and after presentations.

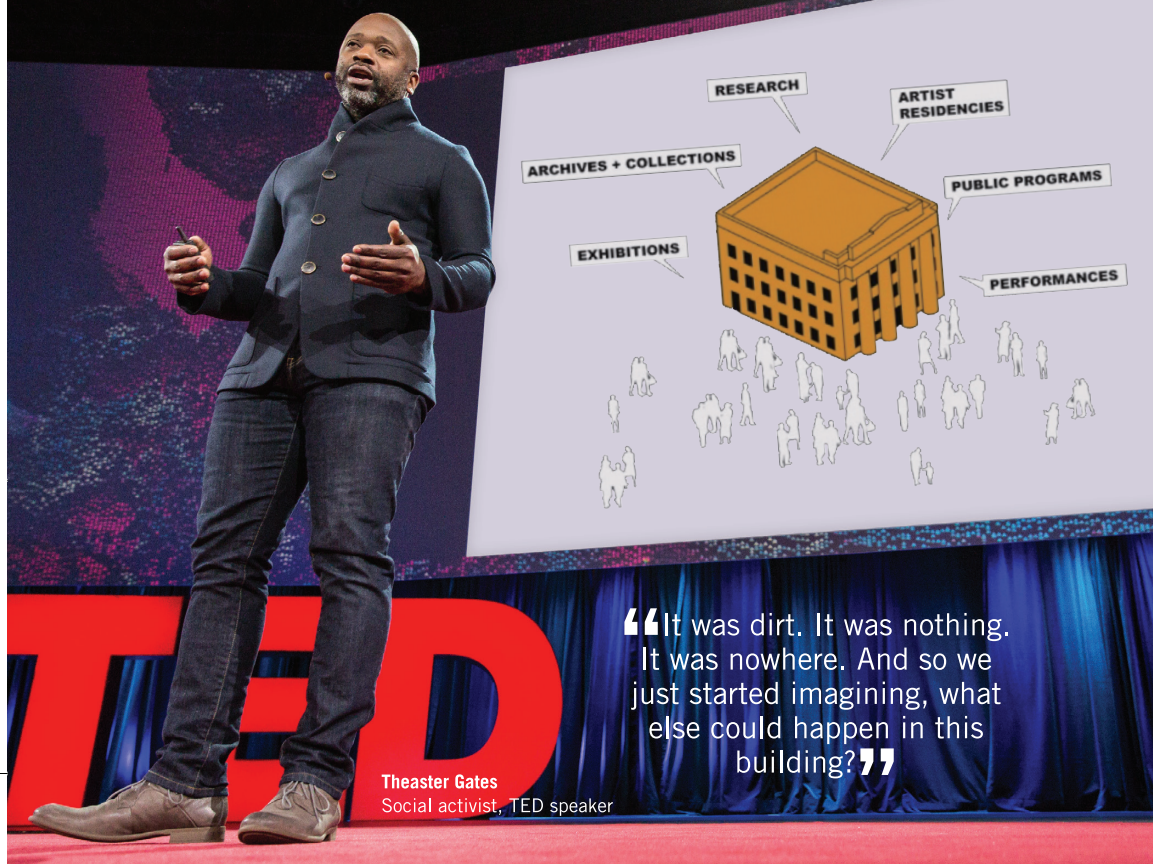
- D** Remind students that when offering feedback, it's good to start with some

praise. Elicit some simple phrases for students to praise each other: *Well done; You did great; That was interesting.*

Explain that after giving praise, students should next offer some positive feedback, just like the speaker does in the example (*You paused effectively, and you showed enthusiasm.*) and then offer any points that need to be improved (*But you forgot to introduce your topic.*).

- ★ **CHALLENGE** Have students next give their presentations to the entire class.

# 10 Creative Cities



“It was dirt. It was nothing. It was nowhere. And so we just started imagining, what else could happen in this building?”

Theaster Gates  
Social activist, TED speaker

## UNIT GOALS

In this unit, you will ...

- describe neighborhoods.
- watch a TED Talk about making positive changes in a neighborhood.
- evaluate problems of your neighborhood and give suggestions for improvements.

## WARM UP



▶ **10.1** Watch part of Theaster Gates's TED Talk. Answer the questions with a partner.

- 1 What do you think Gates did with the building?  
*Answers will vary*
- 2 Does your neighborhood have many empty old buildings? Why or why not?  
*Answers will vary*

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## UNIT GOALS

The unit focuses on communities and how changing a neighborhood's physical environment also changes the community. Students learn words to describe typical problems in neighborhoods and the language of making suggestions for improvement. By the end of the unit, students can evaluate places and offer ideas and recommendations. Note that throughout the unit, students should be encouraged to think about their own neighborhoods and what would help improve them.

## TED Speaker

Theaster Gates is a potter turned social activist who has also become an expert on urban development through his renovation projects in his Chicago community.

## TED Talk Summary

Gates shares how he helped transform his inner city neighborhood by creating new spaces for bringing art and beauty by repurposing abandoned buildings. He has created new resources and gathering places for the people of his neighborhood.

## Idea Worth Spreading

Art can be a force for change.

# 10

## Creative Cities

### WARM UP

Students look over the picture, caption, and quote on the page. Elicit the meaning of *social activist*. Point out that many TED speakers are social activists in addition to their regular jobs.

Read the questions aloud.

▶ **10.1** Play the preview clip of the TED Talk. Have students discuss in pairs.

For question 1, ask them to discuss possible changes that could be made to the building in the video.

For question 2, ask students to describe their current neighborhoods and talk about any empty buildings.

★ **CHALLENGE** Ask them to decide a new use for the building. Have students describe the building and their ideas for changing it.

## Language Note

A *social activist* is someone who creates positive social change. Gates creates spaces that improve communities. He also gives talks to encourage others to improve their communities. Other common types of activists include *political activists*, *environmental activists*, and *health activists*.

➡ **EXTENSION ACTIVITY** Have students draw a map of the neighborhood they grew up in and then use this to describe their neighborhood to their partner.



# 10A

## In the neighborhood

### LESSON OVERVIEW

**Aims:** Use phrases to talk about communities; listen for pros and cons; describe neighborhoods.

**Target Vocabulary:** affordable housing, clean streets, friendly neighbors, heavy traffic, green space, low crime rate, reliable public transportation, vacant buildings

### VOCABULARY

**A** Have students work individually. Then have them check answers in pairs. Avoid explaining meanings until students complete **B**.

**B** Note at this point, students may not understand the meanings of all the phrases. Tell them to guess which are positive and negative, based on the adjectives. Tell students to make a chart, Venn diagram, or word web to organize the phrases. Have them compare their answers with a partner. Ask them to use the dictionary to check on any phrases they disagree on.

Go over the meaning and use of each phrase as a class. When possible, elicit or give the opposite of each phrase.

**C** Model the conversation with a student. Give pairs enough time to discuss.

### Language Note

*Affordable housing* means that people can rent or buy a place to live at a reasonable cost.

*Clean streets* refers not only to the lack of trash on the sidewalks and roads, but also to the overall look and feel of a neighborhood. For example, a street might have plants along the sidewalk, trash cans for litter, etc.



Young children playing in the colorful streets of Las Peñas (拉斯佩尼亚斯), Ecuador (厄瓜多尔)

## 10A In the neighborhood

### VOCABULARY Qualities of a neighborhood

**A** Match the words in each set.

- |              |           |
|--------------|-----------|
| 1 clean      | traffic   |
| 2 affordable | streets   |
| 3 heavy      | housing   |
| 4 friendly   | neighbors |

- |            |                       |
|------------|-----------------------|
| 5 low      | buildings             |
| 6 green    | crime rate            |
| 7 reliable | space                 |
| 8 vacant   | public transportation |

**B** Which of the phrases above describe positive qualities of a neighborhood? Which describe negative qualities? Compare with a partner. Are there any you disagree on? **Positive:** clean streets, affordable housing, reliable public transportation, friendly neighbors, green space, low crime rate; **Negative:** heavy traffic, vacant buildings

**C** Work with a partner. What are some other qualities of a good neighborhood? A bad neighborhood?

I think a good neighborhood needs a lot of stores nearby.

I agree. And there need to be nice places for young people to hang out.

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*Green* is often used to describe something that is environmentally friendly. In this case, a *green space* is a place with greenery and trees and nature, such as a park.

*Low crime rate* means there is not a lot of crime. The opposite is *high crime rate*.

*Reliable public transportation* refers to vehicles that don't break down, arrive late, have mechanical problems during the journey, or endanger passengers.

A *vacant building* is empty and unused.

**EXTENSION ACTIVITY** Ask students to discuss why neighborhoods need these positive qualities. Students work in pairs to write a list or make a mind map of the advantages of each positive quality.



## LISTENING The neighborhood where I grew up

### Identifying pros and cons

Taking notes using a chart can help you understand the pros (good points) and cons (bad points) of something.



- A** ▶ **10.2** Craig Albrightson is talking about his hometown in South Africa. Watch the video and circle the topics he mentions.

green space crime housing traffic  
nightlife public transportation neighbors jobs

- B** ▶ **10.2** Watch the video again. Complete the chart with words from **A**. Add any extra details you hear.

Pros	Cons
a lot of green space and fruit trees, good nightlife, traffic isn't heavy	public transportation isn't good

Lecturer Craig Albrightson, Pietermaritzburg

### C CRITICAL THINKING

**Personalizing** Do you like Craig's neighborhood? What aspect(s) do you like or dislike most? Which quality do you think can make a neighborhood better? Discuss with a partner.

## SPEAKING Talking about your neighborhood



- A** ▶ **10.3** Underline the letters that are not pronounced in each sentence. Then listen and check your answers.

A: I hear you moved to a new place. apartment / house

B: Yeah, I did. I moved last month.

A: So how do you like your neighborhood?

B: Well, it's OK. The streets are really clean and there are a lot of parks nearby, but the traffic is really heavy. stores / restaurants

A: Yeah? Maybe you should take the train.

B: I thought about it, but I heard it's not very reliable.

A: So why don't you buy a bike? It's good exercise. how about buying / why not buy

B: Yeah, that's a good idea. I'll think about it. not a bad idea / a great idea

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** Think about your neighborhood. What are its pros and cons? Work with a partner. Share what you like and don't like about your neighborhood.

of a neighborhood mentioned in the **VOCABULARY** section.

## SPEAKING

- A** Have students work individually. Then have them discuss answers in pairs before playing the audio.

- ▶ **10.3** Play the audio. Check answers as a class. Point out that many words in English have at least one letter that is not typically pronounced.

Elicit a list of common silent letters:

Silent *e*—*e* is not pronounced at the end of many word with a long vowel sound, e.g., *hope*, *drive*, *write*.

Silent *gh*—*gh* is often not pronounced before *t*, after *ei* or the end of many words, e.g., *thought*, *neighborhood*, *weigh*.

Silent *h*—*h* is often not pronounced at the beginning and at the end of many words, and when following *w*, e.g., *honest*, *Utah*, *whether*.

Silent *l*—*l* is often not pronounced before *d*, *f*, *m*, *k*, e.g., *would*, *half*, *calm*.

- B** Model the conversation using one set of the alternate options. Have students work in pairs to practice the conversation.

- C** Have students work individually to think about their neighborhoods. Give students enough time to write at least four points before discussing in pairs.

## LISTENING

- A** Read **Identifying pros and cons** aloud as students read along. Point out that pros and cons are the same as advantages and disadvantages.

Have students preview the task. Explain that they only need to listen selectively for topics.

- ▶ **10.2** Play the video and have students circle the words they hear.

- B** ▶ **10.2** Play the video again. Have students take notes as they listen. Check answers as a class.

Elicit the language that the speaker used to describe each aspect of his neighborhood. (*quiet neighborhood*, *a lot of nature and green space*, *traffic isn't heavy*, *the nightlife is pretty good*, *public transportation isn't very good*)

- C CRITICAL THINKING** Read the three questions aloud as students read along. Point out that the first two questions are about the video. Ask them to give reasons to support their opinions. The last question is about characteristics of a nice neighborhood. Remind them of the positive qualities

# 10B

## Nice neighborhoods

### LESSON OVERVIEW

**Aims:** Read an infographic about what people want in a neighborhood; offer suggestions; recommend a neighborhood to live in.

**Infographic Summary:** The infographic shows that more than anything, people want to live in a safe place. Beyond that, they want access to nature, local jobs, clean air, and a good nightlife.

### LANGUAGE FOCUS

**A** Have students read the infographic.

Ask students to note which qualities from the infographic their own neighborhoods have.

**B** Have students read over the conversation to see if they can fill in the blanks with appropriate words or expressions.

**▶ 10.4** Play the audio. Check answers as a class.

Draw students' attention to various ways of offering suggestions. Remind them of positive/negative qualities of neighborhood.

**★ CHALLENGE** Elicit the reasons they give for not wanting to live in the other two areas:

Brentwood: *too far from the office*  
Crestview: *too noisy*

**C** Have students read over the questions and choices individually before playing the audio.

**▶ 10.5** Play the audio. Check answers as a class.

# 10B Nice neighborhoods

**LANGUAGE FOCUS** Giving advice and making suggestions

**A** Read the information. Which things describe your neighborhood? *Answers will vary*



**B ▶ 10.4** A couple are talking about where to move. Listen and fill in the blanks with the words or expressions you hear.

A: Do you have any idea yet about our new place? We need to move pretty soon.

B: Well, <sup>1</sup> how about Brentwood? It's a beautiful area—there are lots of parks and <sup>2</sup> green space.

A: Yeah, but it's <sup>3</sup> too far from the office for me. <sup>4</sup> What about Crestview instead? The nightlife is <sup>5</sup> great there.

B: Crestview? No thanks, it's much too <sup>6</sup> noisy.

A: Okay. Well, we <sup>7</sup> could move to Woodlands I guess. It's <sup>8</sup> pretty green and it's not <sup>9</sup> so far from work.

B: Yeah. That's not a bad idea. <sup>10</sup> Why don't we go for a look around the neighborhood this weekend?



**C ▶ 10.5** Listen to the conversation. Choose the best answer to each question.

1 Why does the man suggest moving downtown?

- a Because his office is nearby.
- b Because there are many good schools.
- c Because the housing is affordable there.
- d** Because the shopping is great there.

- 2 Where will they most probably move?
- a Ottawa.
  - b Another city.
  - c The Greenbelt.
  - d Downtown.

SPEAKING **Recommending a neighborhood**

A Study the language in the chart. Pay attention to the use of **should** and **shouldn't**.

Offering suggestions	
Let's Maybe (we/you) can (We/You) could One thing (we/you) could do is	move to a new neighborhood.
Why don't (we/you) move to a new neighborhood?	
How about moving to a new neighborhood?	
What should (I/we) do?	We/You should live in Crestview. We/You shouldn't move to Woodlands.

For more information on **should** and **shouldn't**, see Grammar Summary 10 on page 127.

B Read the descriptions below. Three people are moving to your city and are looking for a suitable neighborhood.

John	Makiko	Miguel
"I'm a student, and I'd like a quiet neighborhood with affordable housing. I want to live near the university. It would be nice to have some green space or a park nearby."	"I just started a job in the city, so I'd like to live in a fun neighborhood close to downtown with good public transportation. I want to be close to nice cafés and restaurants."	"I'm an artist and would like to live in an older part of the city. I'd love to find a place with huge rooms for my studio. I don't have much money, so it needs to be affordable."

C Work with a partner. Recommend a neighborhood in your city that would be suitable for each of the people above. Give reasons for your recommendations.

I think John should live in Rochworth. It's quiet, cheap, and near the university.

Good idea. Or maybe he could live in Whitdale. There are a lot of parks.



The Greenbelt surrounding Ottawa's downtown area

B Give students time to read and take notes on each person's likes and dislikes.

C Encourage students to use a mind map to organize the information about each speaker before deciding where to recommend. Tell them to focus on the most important points for each person.

Note that students should pick up on the following details:

John wants affordable housing close to school with good public transportation and, if possible, a green space nearby. Makiko wants a lively neighborhood with a good nightlife and good public transportation.

Miguel wants a big home in a part of the city that is affordable to live in.

Model the conversation with a volunteer.

★ **CHALLENGE** Have a class discussion about what part of the city would be best for each person.

➡ **EXTENSION ACTIVITY** Have students describe their ideal neighborhood and have partners make polite suggestions.

SPEAKING

A Have students read over the language chart.

Make sure that students understand that offering a suggestion includes giving advice and/or making a recommendation.

Remind students that in Unit 6, they practiced how to offer advice for coping with stress.

Note that students are introduced to both statements and questions for making suggestions. Explain that a

suggestion made using a question is less direct than one made using a statement.

Language Note

*Could* and *should* are probably the easiest way to make a suggestion but also the most direct. Explain that *should* sounds more like an order than a suggestion: *You should eat now.* Note that *shouldn't* is used to make a negative suggestion (not *couldn't*): *You shouldn't eat now.*

Turning a suggestion into a question usually makes it less direct:  
*Why don't you eat now?*  
*How about eating now?*



10C

# How to revive a neighborhood

## LESSON OVERVIEW

**Aims:** Watch and understand a talk about a transformative change to a neighborhood; practice paraphrasing key points.

**Target Vocabulary:** abandoned, reshape, tackle

**TED Talk Summary:** Theaster Gates shares how he realized that his artistic practice could be applied to his community through renovating abandoned buildings. One renovated house turned into a project involving multiple buildings, and at the end, his neighborhood grew into a hub for cultural events on Chicago's South Side. Gates started with the intention of making one abandoned building into a beautiful space, and from this first step, he has been able to reshape the community that he lives in by creating positive, uplifting change.

## PREVIEWING

Read the paragraph aloud as students read along. Have students work individually. Note that at this point in the lesson, students already have a lot of background information about Gates and his project. Check answers as a class. Ask students to also define the term *reimagining*.

## VIEWING

**A** Have students preview the task. Point out that students should practice listening selectively to find the answer. Note that it's likely that all three points were problems in Gates's neighborhood, but he only mentions vacant buildings.

**10.6** Play Part 1 of the TED Talk. Check answers as a class.

# 10C How to revive a neighborhood

## TED TALKS

THEASTER GATES decided to **tackle** his Chicago neighborhood's problems by **reshaping** and reimagining **abandoned** buildings. His idea worth spreading is that art can be a force for social change, bringing new life to buildings, neighborhoods, and entire cities.



## PREVIEWING

Read the paragraph above. Choose the correct meaning of each **bold** word. You will hear these words in the TED Talk.

- 1 When you **tackle** a problem, you (~~ignore~~ / deal with) it.
- 2 To **reshape** something means to (~~make a copy~~ / change the structure) of it.
- 3 An **abandoned** building is one that the owner (left / just bought).

## VIEWING



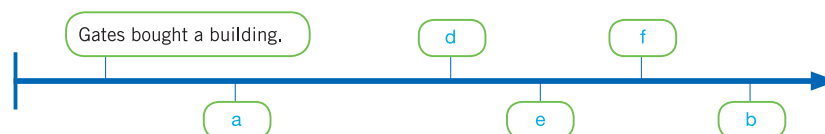
**A** **10.6** Watch Part 1 of the TED Talk. What problem in his neighborhood does Gates talk about?

- a High crime.
- b Vacant buildings.
- c Not many job.



**B** **10.7** Watch Part 2 of the TED Talk. Put the events in the order they happened. One option is extra.

- a Gates renovated the building.
- b Gates bought other buildings.
- c Gates got a new job to earn money.
- d Gates began to sweep as a kind of performance art.
- e People started to come to Gates's building.
- f Gates used the building to stage exhibitions.



**C** **10.8** Watch Part 3 of the TED Talk. Circle the correct option to complete each sentence.

- 1 The Arts Bank project was difficult to finance because no one was interested in the neighborhood / the costs were very high).
- 2 The Arts Bank is now used as a (free school for adults / place for exhibitions and performances).
- 3 Gates is now (giving advice to others / doing art exhibitions) around the country.

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**★ CHALLENGE** Write on the board: *the problem of blight*. Have students watch again. Ask them what they think this problem is that Gates helped solve in his neighborhood. Elicit ideas from students. Note that urban blight is a common problem in impoverished, inner city neighborhoods.

**B** Have students read the events before watching the video. Tell students to put the events in order as they hear Gates retell the story.

**10.7** Play Part 2 of the TED Talk. Check answers as a class.

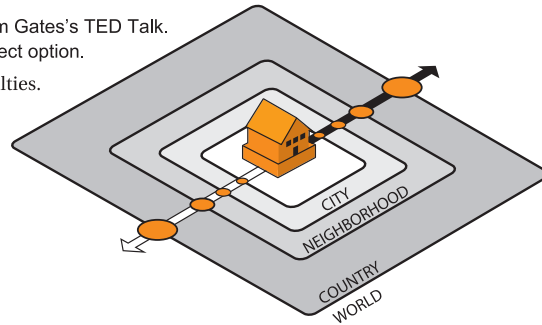
**C** Have students preview the task. Remind them they saw Gates talk about the Arts Bank in **Warm Up**.

**10.8** Play Part 3 of the TED Talk. Check answers as a class.

## D CRITICAL THINKING

**Interpreting** Look at the diagram from Gates's TED Talk. What does it show? Choose the correct option.

- a How Gates's project faced difficulties.
- ☒ b How Gates's project grew in size.
- c How news about Gates's block spread.



## VOCABULARY IN CONTEXT



- 10.9** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.  
1.b 2.a 3.c 4.b

## PRESENTATION SKILLS Paraphrasing key points

When giving a presentation, speakers often paraphrase their key points to make sure their audience understands. When you paraphrase, you repeat the same point but use different words.



- A 10.10** Watch part of Theaster Gates's TED Talk. Complete the sentence with the words you hear. Notice how Gates paraphrases his key point.

"In some ways, it feels very much like I'm a potter, that we tackle the things that are at our wheel, we try with the skill that we have to think about this next bowl that I want to make."



- B** Match the phrases below to make sentences from Gates' TED Talk.

**10.11** Watch the excerpt to check your answers.

- |                                    |   |
|------------------------------------|---|
| 1 "It was dirt. It was nothing.    | a how to start with the things that are in front of you." |
| 2 "We tricked it out.              | b It was nowhere."  |
| 3 "We brought some heat,           | c We made it as beautiful as we could."                   |
| 4 "how to start with what you got, | d ... we kind of made a fire."                            |

- C** Imagine your town or city wants to renovate a large old building downtown. The local government has asked the community to suggest creative ideas for how to use the building. Share some suggestions with your partner.

Answers will vary

## Content Note

The *problem of blight* that Gates speaks about refers to the large number of abandoned and dilapidated buildings in inner cities. It is also referred to as *urban blight* or *urban decay*. *Urban blight* specifically refers to communities that have fallen into disrepair that were once thriving and functioning well. While urban blight is often a result of poverty and neglect, it can also be due to a population decline in a community. In the case of Gates's community, high crime rates and poverty were contributing factors.

## VOCABULARY IN CONTEXT

- 10.9** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

## PRESENTATION SKILLS

- A** Read the information aloud as students read along. Make sure students understand that *paraphrase* means to say something another way. Give students time to read the paragraph.

**10.10** Play the video. Check answers as a class.

- B** Explain that each of the sentences contains a paraphrase.

**10.11** Play the video. Check answers as a class. Make sure that students understand that speakers paraphrase to clarify what they are saying, as well as to emphasize.

- C** Have students review the language chart on page 83 in **Lesson B** before coming up with some suggestions individually. Then have them work in pairs to share suggestions with each other.

Tell students to think about community outreach programs that would be helpful for the whole community and to think of other types of gatherings that could benefit a whole community.

Note that students might get confused when Gates says "banks weren't interested" in the Arts Bank. Explain that he is talking about two different banks here: the abandoned bank building that becomes the Arts Bank, as well as the actual banks that he tried to get a loan from for the renovation.

- D CRITICAL THINKING** Have students work in pairs to interpret the diagram. Ask students to think of an alternate way to illustrate the same point. Have pairs share their ideas with the class.

## Language Note

To *reimagine* something means to give it new meaning or new purpose.

The term *gated community* refers to a housing development that is closed off by a gate so that only the people who live there can enter. To live in a *gated community* has become a symbol of wealth. Note that Gates is saying that his community in Chicago, is the opposite of this.

10D

# A better neighborhood

## LESSON OVERVIEW

**Aims:** Practice describing steps; evaluate problems and offer suggestions.

## COMMUNICATE

- A** Read the instructions aloud. Make sure students understand that their job is to look at the map of the town and find places that need improvement.

Tell them to study the map to identify the causes and think about solutions.

If necessary, elicit or explain the meaning of *dull*.

- B** Divide the class into groups of three or four. Tell them to offer at least one solution. Explain that students should write notes and draw their changes on the map.

Model the conversation with a volunteer. Point out how the speakers build on each other's ideas. Encourage groups to brainstorm together in a similar fashion.

Draw students' attention to the box with expressions for **Describing steps**. Explain that describing steps is similar to describing a process, which students learned about in Unit 6.

- ★ **CHALLENGE** Have all groups also consider the pros and cons of each solution when making their plans.
- C** Have students work in pairs to share their group's idea. Tell them that each partner should take turns talking before the other responds.
- Ask pairs to compare the solutions that their groups came up with: *What's the same? What's different?*



A mural (壁画) painted on the side of the Cultural Museum in Santa Fe (圣达非), United States

## 10D A better neighborhood

### COMMUNICATING Planning neighborhood improvements Answers will vary

- A** A city has some problems in one of its neighborhoods, and many of the residents are unhappy. You have been asked by the local government to plan some changes to solve the problems. Turn to page 110, look at the map, and read about the problems.

- B** Work in a group. Brainstorm ideas together and choose the best suggestions to make a plan. Sketch the changes you want to make on the map.

OK. I think we should build a park somewhere.

Good idea. How about here, near the river?

- C** Work with a member from another group. Explain the changes that your group wants to make. Did you have any different ideas?

#### Describing steps

First, ... / Firstly, ...  
to begin with

Second, ... / Secondly, ...  
then, next

Third, ... / Thirdly, ...  
finally, in the end

### CRITICAL THINKING Answers will vary

**Personalizing** What problem(s) does your neighbourhood have? What suggestion(s) would you like to offer for improvement? Share with your class how you would make these changes.

## CRITICAL THINKING

Read the questions aloud as students read along. Have them work in pairs. Tell students to evaluate their neighborhood. Ask them to think of certain qualities that can be improved, then offer suggestions and describe process of changes. In the end, ask pairs to share their ideas with the class.





Erik Johansson  
Photographer, TED speaker

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11

# Picture Perfect

“I’m here to share my photography. Or is it photography?”

11

## Picture Perfect

### WARM UP

Have students look over the picture, caption, and quote on the page. If necessary, elicit the meaning of *photography*.

▶ 11.1 Play the video.

For question 1, tell students to use adjectives to describe the image that they see in the video. Elicit descriptive words from students. Write them on the board. Then ask them to raise their hands if they do **not** agree with all the words on the board. Point out that art is an area where opinions can vary greatly.

For question 2, tell students that the name of Johansson’s TED Talk is Impossible Photography. Ask students to work in pairs to discuss whether it is photography or not. Note that Johansson gives a basic definition of *photography* as a picture made by a camera.

★ **CHALLENGE** Elicit a more detailed class discussion about what makes something a photograph. Write a mind map on the board of students’ ideas. Ask students to talk about whether photography is art or not.

➡ **EXTENSION ACTIVITY** Have students work in pairs to go online to view more of Johansson’s photo art. Ask them to choose one that they like and talk about it with a partner. Tell students to talk about what they like about the picture, what they don’t like, and how it makes them feel.

### UNIT GOALS

In this unit, you will ...

- talk about and describe photographs.
- watch a TED Talk about a different kind of photography.
- learn to introduce, describe, and exchange opinions on photos.

### WARM UP



▶ 11.1 Watch part of Erik Johansson’s TED Talk. Answer the questions with a partner.

- 1 Describe the image the speaker shows.  
*Answers will vary.*
- 2 Johansson asks, “Is it photography?” What do you think? Is it?  
*Answers will vary.*

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### UNIT GOALS

The unit focuses on the changes happening in the art of photography due to digital advancements. Students will be asked to express their opinions about various photos and ask and listen to the opinions of others. By the end of the unit, students will be able to discuss photos in detail. Note the TED Talk chosen for this unit is a subjective one, and not all students will agree with Johansson’s opinions about art.

### TED Speaker

Erik Johansson is a photographer known for creating striking images by combining and layering pictures.

### TED Talk Summary

Johansson takes regular photographs and transforms them into a form of thought-provoking art by using digital technology. By combining multiple photos into one, his images become more like a painting than a record of something or somewhere.

### Idea Worth Spreading

Photography is a form of art that can create illusions and communicate ideas.



# 11A

## Snapshots

### LESSON OVERVIEW

**Aims:** Talk about an image; listen for opinions.

**Target Vocabulary:** background, beautiful, camera, landscape, picture, shape, weird

### VOCABULARY

**A** Explain that the word web/mind map on page 88 is a good way to organize new vocabulary. Point out that each circle is a different category, and the words are listed underneath.

Have students work individually to complete the mind map.

Draw students' attention to the *Other words for photo* category. Encourage students to use these four words interchangeably during their many discussions during the unit.

Note that the category *Aspects* refers to features of a photograph.

Point out that for *Opinions of photos*, both positive and negative adjectives are given. Explain that the adjective *strange* is slightly negative, but can also be used when we are uncertain if we like something. Note that *boring* is a strongly negative adjective. Elicit some additional adjectives for expressing opinions about photographs to add to the word web. Possibilities include:

Positive: *inspiring, exciting, surreal*  
Negative: *dull, odd, confusing, uninspired*  
Neutral: *unique, dark, unusual*

★ **CHALLENGE** Have students work in pairs to give additional words for every category.



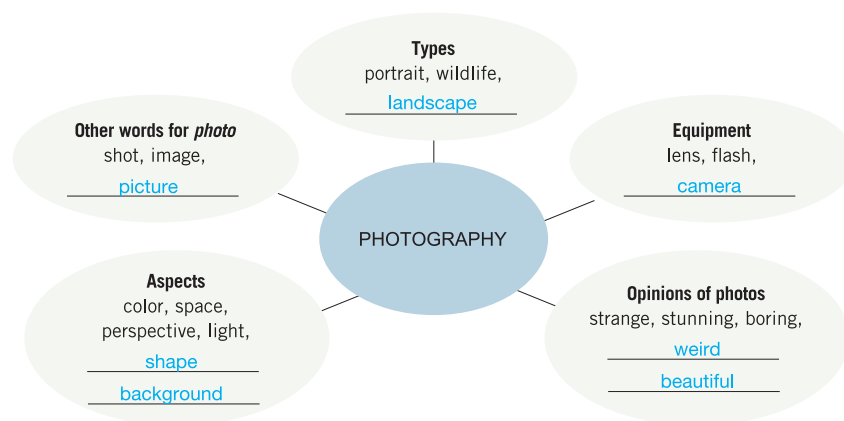
## 11A Snapshots

Photographer Erik Johansson creates striking images that seem impossible.

### VOCABULARY Photography

**A** Add the words to the word map.

camera   landscape   background   picture   shape   beautiful   weird



**B** Work with a partner. Look at the photo on this page. Describe the photo and say what you like about it. *Answers will vary*

It's a bit strange, but I really like it.

Me too. I love the background.

88

**B** Draw students' attention to the photo on page 88. Encourage them to read the caption. Note that this is another photo by the unit's TED speaker, Eric Johansson.

Model the conversation aloud. Tell students to use the adjective list they brainstormed to share their impressions.

### Language Note

For the noun categories in the word web/mind map, some additional possibilities include:

Types: *nature, wildlife, fashion and beauty, travel, black-and-white, time lapse*  
Equipment: *tripod, zoom lens, flash card, photo editing software, selfie stick*  
Aspects: *contrast, shadow, resolution*

Note that it might also be useful for students to have some verbs to talk about taking pictures. Some suggestions include: *photograph, take a picture/ photograph, snap a picture, shoot a picture, get a shot/snap of.*

## LISTENING My perfect photo

### Listening for opinions

When you listen for a speaker's opinion, listen for verbs like *think, believe, feel, seems*, and for expressions like *to me* and *in my opinion*.



- A** ▶ **11.2** Hannah Reyes is a travel photographer from the Philippines. Watch the video and check the things she says are important when taking a photo.

- ☐ using the right equipment
- ☒ being in the right place
- ☒ understanding light

- B** ▶ **11.2** Watch the video again. What's her favorite photo? Why does she like it? *The photo of the children swimming. Because it shows how lovely her country is.*

### C CRITICAL THINKING

**Personalizing** What things do you consider when taking a photo? Can you explain how Hannah's favorite photo shows the loveliness of her country?



Photographer Hannah Reyes

## SPEAKING Giving your opinion



- A** ▶ **11.3** In the following underlined words, the letter "o" is pronounced as /ʌ/, /ə/, /əʊ/ (in British English) or /o/ (in American English). Identify the correct sound respectively. Then listen and check your answers.

A: Hey, look at this picture. image / photo

B: Wow! That's pretty cool.

A: It's really unusual, isn't it? strange / weird

B: Yeah.

A: I love the colors and the use of space. background / perspective

B: Yeah. But I think anyone can make a picture like this with a computer.

A: I don't think so. I think you still need real talent. In my opinion, / To me,

B: I know what you mean. But I find real photos more interesting. /əʊ//əʊ/

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** Work with a group. Find a photo you like on your phone. Describe the photo and say what you like about it. Use the words on page 88.

I like this photo. I took it a few weeks ago in the park. I like the colors and the light.

Yeah, it's beautiful.

89

- B** ▶ **11.2** Play the video again. Check answers as a class. Elicit the words the speaker uses to give her opinion.

- C CRITICAL THINKING** Read the two questions aloud as students read along. Encourage them to use the word web/mind map on page 88.

For question 1, tell students to share their personal opinions about what makes a good photo. Note that this question is mainly about features of a photograph. For question 2, tell students to use some positive adjectives to describe the photo.

## SPEAKING

- A** Have students work individually. Then have them discuss answers in pairs before playing the audio.

- ▶ **11.3** Play the audio. Check answers as a class. Point out that the vowel o is pronounced differently in different syllables. Elicit a general pronunciation rules for the vowel o:

O tends to be pronounced /ə/ in unstressed syllables. (*together, connect, domain*)

O tends to be pronounced /əʊ/ (British English) or /o/ (American English) in stressed syllables or open syllables. (*hotel, smoke, ago*)

O tends to be pronounced /ʌ/ before m, n, v or th. (*some, none, other*)

- B** Model the conversation aloud with a volunteer using one set of the alternate word options. Have students work in pairs to practice the conversation. Make sure they alternate between A and B roles.

- C** Divide the class into groups of three or four. Give students less than a minute to find a photo on their phone to share with their group. If necessary, give them another minute to write notes about what they want to say about the picture.

Point out that group members should offer a reaction after someone talks about a photo.

## LISTENING

- A** Remind students about listening selectively. Point out that they will hear the speaker give her opinions as well, but right now they only need to listen for the topics she talks about, not her attitude about each.

- ▶ **11.2** Play the video and have students check the correct options as they watch.

Read **Listening for opinions** aloud as students read along. Note that when

we share our own opinions in a direct fashion, we almost always use the subject *I*. Write on the board:

*I think ...*  
*I believe ...*  
*I feel ...*

Explain that *it seems* is useful when you want to be less direct. Explain that *that* can be added optionally before you give your opinion. E.g., *I think that it's a nice picture.*



# 11B

## What's your opinion?

### LESSON OVERVIEW

**Aims:** Read an infographic about edited photos; ask and give opinions; talk about photographs.

**Infographic Summary:** The infographic shows how to identify if a photo is fake or real. Four points are given to check if a picture has been digitally altered or not.

### LANGUAGE FOCUS

**A** Have students read the infographic. If necessary, elicit or explain the meaning of *real* and *digitally altered*.

Have students discuss in pairs before checking answers as a class. Ask students how the information in the infographic might be helpful to them.

**B** Have students look at the picture. Ask them to read over the conversation. Encourage them to fill in the blanks with appropriate words or expressions before listening.

**11.4** Play the audio. Check answers as a class. Draw students' attention to the expressions for asking for and giving opinions. Elicit the reasons that the speaker gives why the photo can't be real (*shadows, sizes*).

**C** Have students read over the questions and choices individually before playing the audio.

**11.5** Play the audio. Check answers as a class. Point out that the two questions are about the important details of the conversation. Ask students if they know the difference between *it looks* and *it looks like*.

# 11B What's your opinion?

### LANGUAGE FOCUS Discussing opinions

**A** Look at the image on the opposite page and read the information below. Do you think the image is real or digitally altered? Discuss with a partner.

Answers will vary



## HOW TO TELL IF A PHOTO IS NOT REAL

Modern technology makes it possible to create and change images very easily. How can you tell if a photo is not real? Ask yourself these four questions.



Are there any differences in the lighting and shadows?



Is anything in the photo too big or too small?



Are there any strangely curved or bending surfaces?



Use your common sense—is anything else unusual?



**B** **11.4** Listen to two people discussing the image on the opposite page. Fill in the blanks with the words or expressions you hear.

A: Look at this picture. <sup>1</sup> Do you think it's real?

B: Wow. <sup>2</sup> It looks real. But I've never seen a sink that big!

A: Yeah. Look at the lighting. <sup>3</sup> To me, something isn't quite <sup>4</sup> right.

B: <sup>5</sup> I think you're right. And look at the boy's <sup>6</sup> shadow—I think it's going in the wrong <sup>7</sup> direction.

A: Oh yeah. That looks a bit <sup>8</sup> weird. Okay, I think this is definitely not real.



**C** **11.5** Listen to a description of the photo on page 91. Choose the best answer to each question.

1 Which word does NOT describe the photo?

- a Strange.
- b Altered.
- ☒ c Realistic.
- d Unusual.

- 2 How was the picture created?
- a By using a giant sink.
  - b By combining two pictures.
  - c With a special camera.
  - d By using a toy model of a boy.



SPEAKING Discussing ideas

A Study the language in the chart. Pay attention to the use of **sense verbs**.

Asking for and giving opinions	
Do you think this photo is interesting?	Yes, I do. I think it's very interesting. No, I don't. I don't think it's interesting.
What do you think of this image? How do you feel about this picture? What's your opinion of this shot?	I think (that) it's amazing. feel (that) it's overrated. believe (that) it's her best one. find it boring. It looks like a painting. looks fake. To me, it's kind of weird. In my opinion, it's stunning.

For more information on **sense verbs**, see Grammar Summary 11 on page 127.

B Look at the following two photos. One is digitally altered, and one is real. Use the tips on page 90 to figure out which one is real.



Photo A is real; Photo B is fake

C Discuss your ideas with a partner. Try to use **sense verbs** in your conversation.

I think this one is real and this one is digitally altered.

Why do you think so? It looks real to me.

B Give students enough time to look at both photos. Tell them to write any notes about why the picture might be real or fake.

C Have partners first tell each other whether they think the picture is real or fake. Then ask them to go through each of the points in the infographic to discuss the picture in more detail.

Model the conversation with a volunteer. Remind students to use the phrases in the language chart to offer opinions.

★ **CHALLENGE** Have a class discussion about the photos. Elicit opinions about why each is fake or real.

➡ **EXTENSION ACTIVITY** Have students go online to find a portrait of a celebrity in a magazine which they think might have been altered in some way. Ask pairs to evaluate the photo to try to decide what has been changed in the photo. Have each pair meet with another pair to present their photos and opinions about how it's been altered. Ask for the other pairs to say if they agree or not and to offer their opinions as well.

SPEAKING

A Have students read over the language chart.

Point out that students have been offering opinions at times in the textbook so far. Tell them that the language in the chart will give them a variety of ways to continue to do this.

Note the difference in directness when the subject is *I* versus *It*. Direct students to page 127 for more information.

Language Note

Opinions can be given in a direct or indirect manner. Language such as *I think*, *I feel*, and *I believe* is very direct, while *It looks like* is indirect.

Note that while the phrases *To me* and *In my opinion* sound direct, they are often used to introduce some doubt or room for opposing views. When someone prefaces an opinion with *For me ...*, they are communicating that they understand that the listener might have a different opinion. These terms help the speaker sound respectful while disagreeing.

Note that while both *look* and *look like* refer to the appearance of something, the verb *look* is usually followed by an adjective (*It looks good*; *She looks hungry*; *You look tired*) while *looks like* takes an object that is a noun or noun phrase (*It looks like a real tree*; *She looks like her sister*).

11C

# Impossible photography

## LESSON OVERVIEW

**Aims:** Watch and understand Johansson talk about his photo art; practice introducing a visual.

**Target Vocabulary:** combine, illusion, realistic, tricks

**TED Talk Summary:** Erik Johansson began to take a real interest in photography once he got his first digital camera as a teenager. From there, he learned to manipulate photos. He explains how he's learned to make images that create an illusion, and his goal is to make people think. He also explains how he edits his photos. He says that with his art, when he enhances a photograph, he aims for a realistic looking result that pushes the imagination.

## PREVIEWING

Read the paragraph aloud as students read along. Have students work individually. Check answers as a class.

## VIEWING

**A** Have students preview the task.

**11.6** Play Part 1 of the TED Talk. Then check answers as a class.

Note that Johansson is Swedish and that English is not his first language. What Johansson calls a *trigger* is more commonly referred to as the *shutter button* or *shutter release* in English. Explain that while *trigger* is not the term that a native speaker would use to talk about a camera, it is very easy to understand what Johansson is referring to. Point out how he competently uses the language he knows to explain clearly to the audience, even if his English isn't perfect.

11C

# Impossible photography

## TED TALKS

ERIK JOHANSSON loves to **combine** photos to create a **realistic**-looking image—but one that is often a kind of **illusion**. His idea worth spreading is that photography can be a highly creative medium that **tricks** the eye and captures an idea, rather than an actual moment or place.



## PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- |  |                                 |
|--|---------------------------------|
| 1 not fake looking: <u>realistic</u>                   | 3 deceive or fool: <u>trick</u> |
| 2 something that seems real but isn't: <u>illusion</u> | 4 join into one: <u>combine</u> |

## VIEWING



**A** **11.6** Watch Part 1 of the TED Talk. Circle the correct option to complete each sentence.

- Johansson's passion for photography mixed with his earlier interest in drawing / computers).
- Johansson says that in regular photographs the process (starts / ends) when you take the photo.
- In Johansson's images, most of the work is done (before / after) he takes the photo.



**B** **11.7** Watch Part 2 of the TED Talk. Complete the notes.  
To create a combined realistic photo:

- The two photos should have the same perspective.
- The two photos should have the same type of light.
- The two photos should be seamless so you can't see where one begins and the other ends.



**C** **11.8** Watch Part 3 of the TED Talk. Check [✓] the statements that Johansson would agree with.

- ☒ It's important to plan very carefully to achieve a realistic result.
- ☒ You should sketch your idea before you take any photos.
- ☐ Today's technology is not yet good enough to create realistic looking images.

## D CRITICAL THINKING

**Evaluating** In the talk, Johansson says, "It felt like photography was more about being at the right place at the right time. I felt like anyone could do that." Do you agree? Discuss with a partner.

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**B** **11.7** Play Part 2 of the TED Talk. Check answers as a class. If necessary, review the use of the verb *should* to give instructions.

Have students read the sentences. Tell them to listen carefully to Johansson's instructions. Remind students that they have some background information from the infographic in **Lesson B** that can help them guess their answers.

**C** Have students preview the task. Note that the statements are paraphrasing what Johansson says. Tell students to listen for keywords from the statements.

**11.8** Play Part 3 of the TED Talk. Then check answers as a class.

**D CRITICAL THINKING** Have students work in pairs. Ask them to first talk about the meaning of Johansson's quote. Then elicit an explanation of the quote. Make sure students understand that he is talking about the differences between traditional photography and the kind of photography that he does.



## VOCABULARY IN CONTEXT



- ▶ **11.9** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.  
1.a 2.b 3.c 4.c

## PRESENTATION SKILLS Introducing a visual

Speakers often show visuals—photos, maps, charts, videos—to support their talks. Here are some ways to introduce a visual.

Here's a (picture/video) of ... This is a (chart/map) of ...  
In this ... I want to share with you ...  
I'd like to show you ... Take a look at ...



- A ▶ **11.10** Watch the excerpt of Johansson introducing a visual. Complete the sentences.  
“I'm here to <sup>1</sup> share my photography. Or is it photography? Because, of course,  
<sup>2</sup> this is a <sup>3</sup> photograph that you can't take with your camera.”



- B ▶ **11.11** Now watch other TED speakers introduce visuals. Check [✓] the expressions you hear.

- |  |   |  |
|--|---|--|
| 1 <input type="checkbox"/> This is ...             | 3 <input type="checkbox"/> Here's ...             | 5 <input checked="" type="checkbox"/> In this ...              |
| 2 <input checked="" type="checkbox"/> Have a look. | 4 <input type="checkbox"/> I want to show you ... | 6 <input checked="" type="checkbox"/> Let's have a look at ... |

- C Introduce to your partner a photo that you really like from your phone. Describe it and explain what the photo shows and what you like about it.



- ➕ **SUPPORT** Give students time to review language for offering opinions in **Lesson B** before discussing.

- ★ **CHALLENGE** Have the class debate Johansson's comment. Note that some of the pictures that students have talked about in the unit can offer an argument against Johansson's point. Even photojournalists have to work hard to find the right shot and know how to take it. It can be argued that they have to have a well-trained eye.

## VOCABULARY IN CONTEXT

- ▶ **11.9** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

## PRESENTATION SKILLS

- A Read aloud the information about **Introducing a visual**. Model each of the phrases and have students repeat.

Elicit examples of visuals: *pictures, slides, videos, infographics, maps, charts, etc.*

## TED TALKS

- ▶ **11.10** Play the excerpt from the TED Talk. Check answers as a class.

- ★ **CHALLENGE** Have students try to complete the sentences before watching the video. Then play the video to have students check their guesses.

- B Note that students will see excerpts from Daniel Kish, Karen Bass, and Robert Swan.

- ▶ **11.11** Play the video. Check answers as a class by eliciting which speaker said each phrase.

Daniel Kish: *Let's have a look at what can happen when ...*

Karen Bass: *Have a look.*

Robert Swan: *In this photograph, ...*

- C Tell students to use a different photo from the one they showed a group in **Lesson A**. Give students 30 seconds to choose a photo.

Ask students to use expressions from **PRESENTATION SKILLS**. If necessary, have students review the vocabulary words for giving opinions about photos in **Lesson A**.

Remind that after their partners finish the task, they should ask questions to get more information.

- ➡ **EXTENSION ACTIVITY** Have students go through the textbook to find one picture. Divide the class into small groups. Ask students to tell their groups what they like and don't like about the picture. Then have group members share their opinions about the same picture.

11D

Combining photos

LESSON OVERVIEW

**Aims:** Practice asking about spelling; describing a photo.

COMMUNICATING

**A** Have students look at the picture in pairs. Then read the instructions aloud. Make sure students understand that this is a *digitally enhanced* photo.

Elicit the animals combined in the photo. Write the name on the board (*snow leopard + snow owl = snowl leopard*) to explain the word combination.

Elicit some other possible name combinations. For example, *snow owleopard*.

**B** Write each of the unusual names on the board. Give students a minute to think about the animals. Elicit what combination of animals each contains. Elicit any other possible combinations for the names, for example, *pandagutan*, *bearodile*, *elefly*, and *koaowl*.

**C** Have students work individually to decide their animal combination. Let students use dictionaries to look up animal names in English.

Model the conversation in the textbook with a volunteer. Ask each partner to take turns making animal suggestions.

Draw students' attention to **Asking about spelling**. Explain that we usually spell out a word in English with a pause between each letter. Note that although the letters are capitalized in the model, students should simply pronounce the letter as *d*, not *capital D*.

CRITICAL THINKING

Ask students to look online for pictures about China that can be combined well.

11D Combining photos

COMMUNICATING Animal hybrids (杂交)

**A** Work with a partner. Look at this photo of a "snowl leopard (美洲豹)." The image combines two different animal photos. What do you think the two animals are?  
*An owl and a snow leopard*

**B** What two animals do you think are combined for these hybrid animals? What do you think each one looks like?



**C** Choose two animals to combine. Draw a sketch of your animal, give it an interesting name, and explain what's interesting about it. *Answers will vary*

We could combine an octopus (章鱼) and a horse. We can call it an octohorse.

Great idea! It can have the body of a horse and eight tentacles (触须) like an octopus.

Asking about spelling

How do you spell that?  
Is that spelled with a d or a p?  
Can you spell it please?

D-E-N-G-U-I-N.  
It's spelled with a d, as in dog.  
Sure, R-O-S-E.

CRITICAL THINKING Answers will vary

**Personalizing** Search online for photos that show certain aspects of China and that can be combined well. Explain why you choose them and what the combined photo shows about China. Share your opinions with your partner and give comment on his/her photos.

Give them 2 to 3 minutes to choose photos.

Remind students of Johansson's three rules for combining photos. Explain that they can print out and combine the pictures or use software to do it, if available. In the end, ask students to introduce their combined photos to the class.





Myriam Sidibe  
Public health expert, TED speaker

### UNIT GOALS

#### In this unit, you will ...

- talk about health and good hygiene (卫生) practices.
- watch a TED Talk about a simple solution for preventing disease.
- learn to get the audience's attention and to agree or disagree.

### WARM UP



▶ **12.1** Watch part of Myriam Sidibe's TED Talk. Answer the questions with a partner.

- 1 How do you think the audience feels?  
*Answers will vary*
- 2 Read the quote from Sidibe above. How do you think handwashing with soap can save children's lives?  
*Answers will vary*

95

### UNIT GOALS

The unit focuses on habits, especially in relation to hygiene. Students will watch and discuss about the powerful impact that handwashing with soap can have on global healthcare. Students will discuss their own habits and offer opinions about what habits contribute to good health or not. By the end of the unit, students will be able to agree and disagree in their opinions.

### TED Speaker

Myriam Sidibe is a health care advocate who travels the world to raise awareness about how handwashing can save lives.

### TED Talk Summary

Millions of children die every year in homes and communities due to poor hygiene. The truth is that many diseases can be avoided with a simple bar of soap. Sidibe explains the importance of promoting handwashing on a global scale.

### Idea Worth Spreading

The simple and cost-effective habit of handwashing can save millions of lives.

### Content Note

Dr. Myriam Sidibe is a social and health care activist who believes in teaching simple solutions to big problems. Sidibe works for Lifebuoy, which has been sold since 1895 and at times has been the best-selling soap in the world. Part of Sidibe's message is that big companies have a responsibility to also help the communities where their products are heavily marketed.

➡ **EXTENSION ACTIVITY** Ask students to keep a one-day journal of their handwashing habits.



12A

Staying healthy

LESSON OVERVIEW

**Aims:** Learn collocations for daily habits related to health; talk about healthy habits; recognize linking sounds.

**Target Vocabulary:** avoid red meat, brush your teeth, do yoga, drink sugar-free soda, eat snacks, get eight hours of sleep, go to the gym, ride a bike, skip breakfast, take vitamins, use mouthwash, wash your hands

VOCABULARY

**A** Have students work individually. Ask students to tally how many of the habits they have.

**B** Have students work individually to complete the chart. Point out that they might have different opinions about what is healthy and what isn't.

**C** Model the conversation aloud. Ask partners to share at least two things that they do to stay healthy.

★ **CHALLENGE** Have students offer habits other than those in the vocabulary.

Language Note

Some additional habits related to health and hygiene:

avoid sugar / sweets / caffeine / overeating  
drink water / fresh juice / coffee / tea  
eat healthy food / junk food / whole foods / organic produce  
wash your face / hair / feet

LISTENING

Read aloud **Recognizing linking sounds** as students read along. Model the examples. Remind students that they learned about **Recognizing unstressed words** in Unit 4 and **Listening for reduced speech** in Unit 5.



Thousands of people doing yoga at Red Rocks Park, Colorado

12A Staying healthy

VOCABULARY Habits

**A** Match the words in each set.

1 wash breakfast  
2 go your hands  
3 skip to the gym

4 eat snacks (小吃)  
5 brush mouthwash (漱口水)  
6 use your teeth

7 avoid vitamins  
8 get red meat  
9 take eight hours of sleep

10 do a bike  
11 ride sugar-free soda (无糖饮料)  
12 drink yoga

**B** In your opinion, are the things in **A** good for your health, bad for your health, or do they make no difference? Complete the chart. Then compare your opinions with a partner.

Healthy	Makes no difference	Unhealthy

**C** Work with a partner. Share what you do to stay healthy.

I go to the gym and drink sugar-free soda.

I go to the gym, too. But I think sugar-free soda is unhealthy. I try to drink water instead.

See **Language Note** on page 97 for differences between linking sounds and reduced speech.

**A** Have students read the box.

▶ **12.2** Play the video. Have students complete the notes as they listen.

Elicit any linked speech that students heard in the video. If necessary, play the video again and pause after linked words.

Write on the board: *You get the picture.*

Explain that the idiom *get the picture* means to understand the meaning of something.

**B CRITICAL THINKING** Read the two questions aloud as students read along. Tell students to use the language they learned in Unit 11 for offering and asking opinions. Have students review the language chart on page 91, if necessary.

## LISTENING My healthy (and unhealthy) habits

### Recognizing linking sounds

When we speak, we don't usually say – each – word – separately. Instead, we join or link words together. If you can recognize linking, it will increase your comprehension.

take a vitamin    eight hours of sleep    have unhealthy habits



- A** ▶ **12.2** Watch David Matijasevich talking about some of his habits. Complete the notes.

Matijasevich's unhealthy habits	Matijasevich's healthy habits
<ul style="list-style-type: none"> <li>He drinks <u>5 or 6</u> cups of coffee a day.</li> <li>He doesn't <u>sleep</u> enough.</li> </ul>	<ul style="list-style-type: none"> <li>He never <u>eats snacks</u>.</li> <li>He takes <u>vitamins</u>.</li> <li>He exercises. For example, he <u>rides a bike</u> and plays <u>soccer</u>.</li> </ul>



Teacher David Matijasevich

### B CRITICAL THINKING

**Evaluating** Why do you think avoiding eating snacks between meals is a good habit? Which of Matijasevich's habits do you think is the healthiest?

Answers will vary

## SPEAKING Talking about healthy options



- A** ▶ **12.3** Underline the words that should be linked. Then listen and check your answers.

A: Do you want a soda?

B: Just water, thanks. I don't drink soda anymore.

A: Really? Why not? How come? / What's the reason?

B: I saw a TV show about it last month.

When you drink a can of soda, you consume eight teaspoons of sugar. If / Every time

A: Wow! Well, I have some sugar-free soda.

B: Oh, someone told me that's even worse. I don't apparently / I heard think sugar substitutes are good for your health. very healthy / good for you

A: OK, but I only have tap water. Is that okay?

B: You know, I'm not that thirsty actually.

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** Work with a partner. What kind of food or drink do you avoid? Explain your reasons.

I try to avoid eating fast food. It's really unhealthy.

Yeah, me too. I also avoid drinking too much coffee.

## SPEAKING

- A** Have students work individually. Then have them discuss answers in pairs before playing the audio.

▶ **12.3** Play the audio. Check answers as a class. Then explain when linking occurs with the help of **Language Note** on this page.

- B** Model the conversation aloud using one set of the alternate options.

Have students work in pairs to practice the conversation.

- C** Model the conversation with a volunteer. Elicit or explain the meaning of *fast food*. Have students work in pairs. Tell them to focus only on eating or drinking habits. If necessary, have the class brainstorm a list of unhealthy foods and drinks.

➡ **EXTENSION ACTIVITY** Have students repeat the conversation about a positive habit.

### Language Note

Understanding linking sounds is a key part of comprehending natural spoken English. It also helps students in their own spoken fluency.

Linking involves joining words together and saying them without pausing.

Linking occurs between consonant and vowel sounds:

*John always eats apples.*

It also occurs between similar consonant sounds:

*I always said Daniel liked Diana.*

And it also occurs between two vowel sounds. Often an extra sound is added to aid linking.

*go out > go(w)out*

*three eggs > three(y)eggs*

# 12B

## Healthy choices

### LESSON OVERVIEW

**Aims:** Read an infographic about hand drying; offer suggestions; talk about healthy habits.

**Infographic Summary:** The infographic shows that drying your hands with a towel stops the spread of germs in a bathroom better than other methods of drying. While many people think a hand dryer is more sanitary, it actually spreads bacteria into the air that could then be passed on to others.

### LANGUAGE FOCUS

**A** Have students read the infographic.

Elicit or explain the meaning of any unfamiliar language. Ask students if the information in the visual surprised them or not.

★ **CHALLENGE** Before students open their textbooks, write the three drying choices (*warm air, jet air, paper towel*) in the infographic on the board. Ask them to guess which is the most sanitary. Then have them open their textbooks and check their answers.

**B** Have students read over the passage. Note that it is about three drying choices. Encourage them to fill in the blanks with appropriate words or expressions before listening.

▶ **12.4** Play the audio. Check answers as a class. Ask students if they can think of any reason **not** to use a paper towel. (paper waste) Elicit any possible solutions that are both hygienic and environmentally friendly. (using paper towels made from recycled paper, bringing your own hand towels, etc.)

# 12B Healthy choices

LANGUAGE FOCUS Discussing hygiene

**A** Read the information. What's the best method for drying your hands? Why?  
Paper towels, because there is no major spread of microbes



**B** ▶ **12.4** Listen to an expert discuss hand drying. Fill in the blanks with the words or expressions you hear.

Most people know that washing your hands with a soap is important to help prevent the spread of diseases. However, not many people consider <sup>1</sup> hand-drying. After I wash my hands, I always use a <sup>2</sup> paper towel (if there is one). Let me tell you why. Even after washing your hands, there are still some <sup>3</sup> microbes left on your hands. With wet hands—for example, if you <sup>4</sup> choose not to dry your hands at all—germs can spread very easily when you <sup>5</sup> touch things. The problem with a <sup>6</sup> warm-air dryer is that it may not make your hands <sup>7</sup> completely dry. A jet air dryer can dry your hands quite well, but they can also <sup>8</sup> blow the germs off your hands and spread them around the washroom. So, a simple paper towel is much more hygienic. If you use a paper towel, germs don't get <sup>9</sup> blown around, and your hands will be nice and dry.





**C** ▶ **12.5** Listen to a short lecture on the pros and cons of hand sanitizers. Choose the best answer to each question.

- Which one is NOT true about hand sanitizers?
  - They should contain some alcohol.
  - They cannot replace regular handwashing.
  - None of them can kill bacteria.
  - They are very convenient.
- Why should people not use hand sanitizers too often?
  - Because they can harm your health.
  - Because the alcohol dries out your skin.
  - Because they have potential side effects.
  - Because they are more expensive than soap.



### SPEAKING Talking about healthy choices

**A** Study the language in the chart. Pay attention to the structure of **real conditionals**.

#### Talking about real conditions

If / When you **drink** a can of soda, you **consume** eight teaspoons of sugar.  
You **consume** eight teaspoons of sugar **if / when** you **drink** a can of soda.

What happens **if / when** you dry your hands with a warm-air dryer?  
**If / When** you dry your hands with a warm-air dryer, what happens?

When	I dry my hands, I <b>use</b> a paper towel.
Whenever	
Every time	

For more information on **real conditionals**, see Grammar Summary 12 on page 127.

**B** Read the sentences below. Do you think these are healthy choices? Discuss with a partner. Try to use **real conditionals** in your conversation.

- "If I need a late night snack, I eat something low in sugar."  
"When I'm feeling stressed, I play computer games."  
"If I feel like I'm getting a cold, I go to bed early and rest."  
"If there's no hand towel in the bathroom, I dry my hands on my jeans."  
"When I'm feeling tired in the evening, I drink coffee."

**C** Work with another partner. Find out what he or she does in the situations described above.

What do you do if you need a late night snack?

I try not to eat anything. If I'm really hungry, I eat something light.

**B** Give students enough time to read the sentences. If necessary, review again the difference between using *if* and *when*. Tell partners to read each statement and say whether they agree or disagree.

**C** Tell students to use real conditionals to explain what they do in each situation. Model the conversation with a volunteer.

**+ SUPPORT** Write on the board: *What do you do if / when ...?*

*What do you do when you're feeling stressed?*

*What do you do if you feel like you're getting a cold?*

*What do you do if there's no hand towel in the bathroom?*

*What do you do when you're feeling tired?*

**➔ EXTENSION ACTIVITY** Have students go back to the one-day handwashing journal that they kept for the **Warm Up Extension Activity**. Ask them to use the information in the journal to write a report of their habits using real conditionals and adverbs of frequency. For example, *When I finish eating, I usually wash my hands. / When I wash my hands, I sometimes dry them with a towel and sometimes with a dryer*. If students did not keep a one-day journal, ask them to use today as their example.

**C** Have students read over the questions and choices individually before playing the audio.

▶ **12.5** Play the audio. Check answers as a class.

### SPEAKING

**A** Have students look over the language chart. Remind students that they studied adverbs of frequency in Unit 2.

Explain the form and use of real conditionals in more detail. Direct students to Student Book page 127 for more information.

#### Language Note

Note that the language chart introduces real conditionals using the present tense. A conditional is considered "real" when a situation is likely to happen. In this case, a present real conditional sentence shows that one action results from another in real-life. Write on the board:

*If / When + conditional clause + result clause*  
*If / When + present simple condition + present simple result*  
*If I'm hungry, I eat a snack.*  
*When I'm hungry, I eat a snack.*

result clause + *if / when* + condition clause  
present simple result + *if / when* + present simple condition  
*I eat a snack when I'm hungry.*  
*I eat a snack if I'm hungry.*

Explain that *if* indicates the situation doesn't happen often, whereas *when* indicates it is a more regular occurrence.

12C

# The simple power of handwashing

## LESSON OVERVIEW

**Aims:** Watch and understand a talk about the importance of promoting handwashing; practice getting the audience's attention.

**Target Vocabulary:** availability, innovation, mortality

**TED Talk Summary:** Myriam Sidibe shows the TED audience the huge impact a simple bar of soap can have on changing lives. Millions of children are dying from diseases that could be prevented if more people washed their hands with soap. Sidibe introduces the program she runs, which has reached over 183 million people and has set a goal to reach 1 billion by 2020. Sidibe calls upon audience members to not only spread the word about handwashing, but to also look at their own handwashing habits and improve them.

## PREVIEWING

Have students work individually to read the paragraph and complete the activity. Check answers as a class.

Note that by this point in the unit, students have been introduced to both Sidibe's work and the powerful effect on health that handwashing can have in previous lessons. Tell them to use their background knowledge to support their viewing of Sidibe's TED Talk.

## VIEWING

**A** Have students preview the task.

**12.6** Play Part 1 of the TED Talk. Then check answers as a class.

Elicit opinions about Sidibe's slides. Ask students to share how they felt when watching Sidibe explain

12C

# The simple power of handwashing

## TED TALKS

MYRIAM SIDIBE is a public health expert. She feels we don't always need new technological **innovations** to prevent the spread of diseases. Her idea worth spreading is that the **availability** of soap and the habit of handwashing can greatly reduce disease and child **mortality** around the world.



## PREVIEWING

Read the paragraph above. Circle the correct meaning of each **bold** word. You will hear these words in the TED Talk.

- 1 An **innovation** is a **(new/ traditional)** idea or method.
- 2 The **availability** of something refers to how easy it is to **(find/ use)**.
- 3 **Mortality** refers to the **(birth/ death)** of people or animals.

## VIEWING



**A** **12.6** Watch Part 1 of the TED Talk. Answer the questions.

- 1 Look at the slide from Sidibe's TED Talk. What does it represent?
  - a The amount of money we can save by washing our hands.
  - b The number of children who die before their fifth birthday every day.
- 2 According to Sidibe, handwashing with soap can save how many children every year?  
**Over 600,000 children**



**B** **12.7** Watch Part 2 of the TED Talk. Complete the summary with words from the box. Four words are extra.

available	diseases	five	free	laundry
mortality	wash	ten	TVs	waste

Around the world, four out of <sup>1</sup> **five** people don't wash their hands after they use the toilet. This is true for countries where child <sup>2</sup> **mortality** is high. But it's also true in richer countries that have soap, running water, and fancy toilets. In some poorer countries, it's because soap is used for <sup>3</sup> **laundry** and washing dishes. Soap is <sup>4</sup> **available**, but it's precious, so a family may keep it in a cupboard so that people don't <sup>5</sup> **waste** it. However, this causes children at home to pick up <sup>6</sup> **diseases** more easily.

60 JUMBO JETS



100

the slides. Elicit what other slides in Part 1 had an impact on students. If necessary, draw students' attention to the picture of Sidibe and a slide in the Unit opener on page 95.

Note the presentation skill for this lesson is getting the audience's attention, and this powerful way of presenting statistics is the first way Sidibe does this.

**B** **12.7** Play Part 2 of the TED Talk. Then check answers as a class.

Remind students that they saw how Sidibe involved the audience in the **Warm Up** as well.

Make sure students understand that the statistic in the paragraph refers to worldwide handwashing (four out of five people don't wash their hands after using the toilet), not just for poorer countries. Ask them if this surprises them or not. Again, point out Sidibe's clever use of a statistic to get the audience's attention.



- C** ▶ **12.8** Watch Part 3 of the TED Talk. Answer the questions.
- How many people has Sidibe's handwashing program reached?
    - Around 8 million.
    - Around 100 million.
    - c** Around 200 million.
  - How many people does Sidibe's team hope to reach by 2020?
    - Around 500 million.
    - b** Around 1 billion.
    - Around 5 billion.

**D CRITICAL THINKING**

**Interpreting** Why do you think Sidibe told the story of the mother from Myanmar? Discuss with a partner.

**VOCABULARY IN CONTEXT**



- ▶ **12.9** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
- 1.c 2.b 3.a 4.c

**PRESENTATION SKILLS** Getting the audience's attention

It's important to get the audience's attention at the start of a presentation. For example, you can:

Tell a personal story.	Give an interesting quote.	Show a photo or video.
Ask an interesting question.	Give a surprising fact or statistic.	



- A** ▶ **12.10** Watch the excerpt. How does Sidibe get the audience's attention?
- She tells a story.
  - She gives a quote.
  - c** She gives a statistic.



- B** ▶ **12.11** Do you remember how these TED speakers get their audience's attention? Match the speaker to the technique he or she uses. Then watch and check.
- Meaghan Ramsey uses a video.
  - Chris Burkard gives a statistic.
  - Yves Rossy shows a photo and asks a question.

- C** Imagine it's flu season. You are going to give a presentation on tips for avoiding its spread. How would you get your audience's attention? Figure out at least three effective ways and share with your partner.

Elicit ideas about why it's important for Sidibe's audience to remember her talk. Note that Sidibe's talk has a call to action. She wants her audience to walk away not only changing their own handwashing habits, but also spreading the word to others.

Point out that multiple ways of getting the audience's attention have been introduced as presentation skills in the textbook. Elicit the skills: using statistics, involving the audience, introducing a visual.

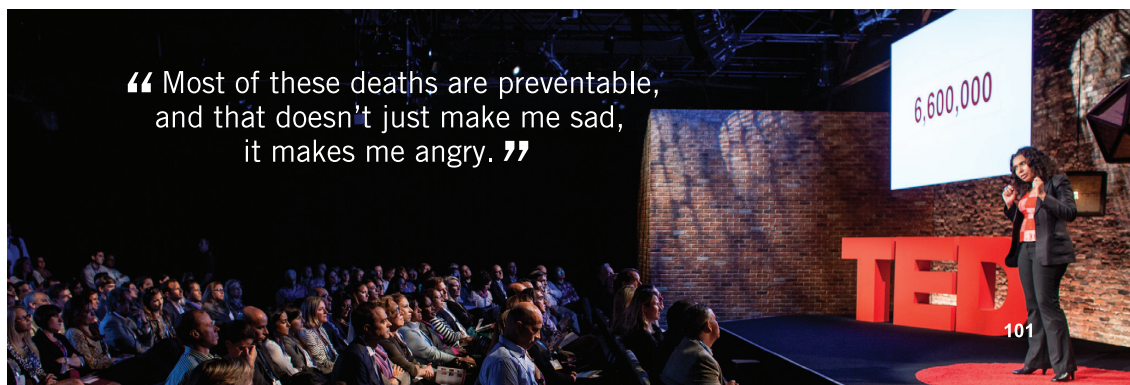
- ▶ **12.10** Play the video. Check answers as a class.

- B** Have students work in pairs to try to remember.

- ▶ **12.11** Play the video for students to check their answers. Elicit opinions about each speaker's attempts to get the audience's attention. Which one was most effective?

- C** Make sure students understand that they are giving tips about avoiding getting the flu. Ask them to brainstorm a list of effective ways for avoiding its spread. Tell them that their presentation should grab the attention of their audience. If time permits, have students go online to collect some necessary statistics about flu. Give students time to create a visual for this talk.

Remind students that Sidibe used statistics, involved audience, and introduced visuals to get the audience's attention during her presentation. Encourage them to do the same.



- C** Have students preview the task.

- ▶ **12.8** Play Part 3 of the video. Then check answers as a class.

- D CRITICAL THINKING** Have students first work individually to write anything they remember about the story of the woman from Myanmar. Have students work in pairs to combine their knowledge by sharing what they remember. Ask them to also discuss the purpose that the woman's story had in Sidibe's talk. Ask them to compare the impact that the story had on them versus the slide of the airplanes at the beginning.

**VOCABULARY IN CONTEXT**

- ▶ **12.9** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

**PRESENTATION SKILLS**

- A** Read the information aloud as students read along. Make sure students understand that getting the audience's attention is one way to give a memorable talk.



12D

# Food hygiene

## LESSON OVERVIEW

**Aims:** Practice disagreeing politely; practice getting the audience's attention.

## COMMUNICATING

**A** Elicit the meaning of the words *fact* and *myth*. Make sure students understand that the words are near synonyms for *true* and *false*.

Give students two minutes to read the survey. Then go over each statement together. Elicit the meaning of any unfamiliar terms, such as *best before date*. Have students work in pairs. Tell them to give reasons for their answers.

Model the language for **Disagreeing politely**. Explain that the language can be used in casual conversation, as well as in more formal situations.

## Language Note

Food items that go bad often have an expiration date written on them, so buyers know when the item expires. Terms vary slightly per country, but in general, a *best before date* tells a buyer until what date the food maintains its best quality, but it does not give information about when the food is no longer safe to eat. However, after its *use-by date*, a product may no longer be safe to eat.

**B** Have students work with their partners to check their answers. Tell students to look up any words that they don't know in the explanation. Ask them to talk about which points surprised them and why.

Elicit which pieces of information were new knowledge for students.

★ **CHALLENGE** Ask students to work in pairs to paraphrase each piece of information on the list.

## CRITICAL THINKING

Have students work in small groups. For the first question, ask students to give

## 12D Food hygiene

### COMMUNICATING Fact or myth?

**A** Work with a partner. Read the sentences about food hygiene below. Decide if each one is a fact or a myth. Explain your answers.

- You should always throw food away after the "best before" date.  
Fact **Myth**
- If you drop food on the floor, it's safe to eat if you pick it up quickly.  
Fact **Myth**
- A wooden cutting board is more hygienic than a plastic one.  
Fact **Myth**
- You need to wash raw chicken before you cook it.  
Fact **Myth**
- A beef steak is safe to eat if only the outside is brown.  
Fact **Myth**
- A hamburger is safe to eat if only the outside is brown.  
Fact **Myth**
- It's important to keep uncooked food below cooked food in your fridge.  
Fact **Myth**

I think number one is definitely a myth.

Really? Why do you think so?



**B** Turn to page 111 and read the answers. Was anything surprising? Discuss with your partner.

### Disagreeing politely

*I don't really agree.  
Actually, I have a different idea.  
Well, it depends/ I don't really know.  
I agree with you to a certain extent, however...  
I'm sorry to disagree with you, but...*

*Sorry, but I have to disagree.  
I'm not quite sure about that.  
I am afraid I have to disagree.  
Yes, but don't you think that..?*

## CRITICAL THINKING

**Personalizing** Discuss in groups whether people should stop eating family style meals from a lazy Susan (圆转盘) in order to help prevent the spread of disease. What other things can people do to improve public hygiene in China?

reasons no matter whether they agree or disagree with the claim. Encourage them to make a list of merits and demerits of food-sharing. For the second question, ask students to list a couple of Chinese eating habits first, and then explain how to improve them or cultivate new eating habits. In the end, ask groups to share their opinions with the class.

➡ **EXTENSION ACTIVITY** Have students work in pairs or small groups. Ask them to choose one myth topic from the survey. Tell them to expand on the information using the information in the answer key. If

necessary, give them time to research additional information online. Tell them to use statistics, examples, quotes, or stories to get the audience's attention. Tell students to give presentations to disagree politely with the statement. Then ask them to give one piece of advice for developing a good habit related to the point.

Presentation 4 Describing an issue or challenge in your community

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

background	believe	heavy	if	maybe	opinion
picture	safe	second	should	space	take

Let me tell you about my neighborhood—it's a place called Wallingden. Here you can see that it's quite a beautiful place. There is a lot of green <sup>1</sup> space, and it's a really nice place to live. But it has a problem. <sup>2</sup> Take a look at this photograph. This is a <sup>3</sup> picture of Market Street in the morning. You can see that the traffic is really <sup>4</sup> heavy. Now, in the <sup>5</sup> background of the image you can see a school bus. The road is right outside our local school. <sup>6</sup> If children walk to school in the morning, they have no <sup>7</sup> safe place to cross this road. In my <sup>8</sup> opinion, this is really dangerous. I <sup>9</sup> believe there are two things the local government needs to do. First, they <sup>10</sup> should build a pedestrian crossing near the school, so children can cross safely. <sup>11</sup> Second, they need to do something to reduce the traffic to stop so many cars using this road. <sup>12</sup> Maybe they can build another road nearby.

But there's also something we can do. We need to write a letter to the local government to tell them about the problem. I really hope that they listen.

Thank you so much.



B P.4 Watch the presentation and check your answers.

C P.4 Review the list of presentation skills from Units 1–12 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker ...			
• introduces himself	<input type="checkbox"/>	• gives some statistics	<input type="checkbox"/>
• gets the audience's attention	<input checked="" type="checkbox"/>	• shows enthusiasm	<input checked="" type="checkbox"/>
• uses effective body language	<input checked="" type="checkbox"/>	• pauses effectively	<input checked="" type="checkbox"/>
• introduces his topic	<input checked="" type="checkbox"/>	• paraphrases key points	<input checked="" type="checkbox"/>
• uses effective hand gestures	<input checked="" type="checkbox"/>	• uses visuals	<input checked="" type="checkbox"/>
• involves the audience	<input type="checkbox"/>	• thanks the audience	<input checked="" type="checkbox"/>

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6. What action does the speaker ask the audience to take? (write a letter to local government)

B P.4 Play the video to check answers.

C Have students preview the task.

P.4 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–9 and examples of each:

1. introducing yourself
2. using effective body language
3. thanking the audience
4. introducing a topic
5. using gestures
6. involving the audience
7. adding support by giving statistics
8. showing enthusiasm with strong adjectives
9. pausing effectively

Then elicit the presentation skills in Units 10–12:

10. paraphrasing key points
11. introducing a visual
12. getting the audience's attention

Go over the other presentation skills used. Elicit the language the speaker uses to thank the audience (*Thank you so much.*), involve the audience (*We need to write a letter ...*), and show enthusiasm (*quite, really*).

Review the presentation skills from Units 10–12. Elicit the language options or techniques that students learned in the units:

Paraphrase key points: *repeat main points using different words*

Introducing a visual: *Here's a picture / video of ...; In this ...; I'd like to show you ...; This is a chart / map / picture of ...*

Getting the audience's attention: *tell a personal story; give an interesting quote; show a photo or video; ask an interesting question; give a surprising fact or statistic.*

Presentation 4

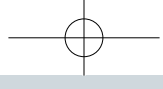
**Aims:** Students should give a short presentation to a partner about a problem in their neighborhood, using each of the presentation skills they've learned in Units 10–12, as well as relevant skills from previous units.

MODEL PRESENTATION

A Have students work individually to complete the sentences.

Ask some questions about the presentation:

1. What is the purpose of the presentation? (to talk about a problem in a neighborhood and offer solutions)
2. What is the topic? (the neighborhood of Wallingden)
3. What pros does the speaker talk about? (quiet and beautiful, green space)
4. What cons does the speaker talk about? (heavy traffic, children can't cross road)
5. What suggestions does the speaker make? (build a pedestrian crossing, build a new road)



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## YOUR TURN

- A** Tell students that they can use their answers as notes for their presentations, or they can write key phrases like the speaker in Presentation 1.

Give students 5–10 minutes to answer the questions and write notes for their presentations. Point out that they are talking about a place that has a problem and suggesting a solution.

- B** Read the useful phrases aloud as students repeat.

Give students more time to revise their notes and decide what language to use in their presentations.

Point out that the questions in **A** provide a logical flow of information for students to use in their presentations, but students can use whatever order they like. Explain that their goal is to give a convincing presentation in which their audience agrees with their suggested solutions.

- C** Remind students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**.

Remind students that they learned useful language for both being speakers and audience members in **Lesson D** of each unit. Review the language.

For Speakers:

Adding extra information: *and ...*;  
*Also, ...*; *What's more ...*;  
*In addition ...*

Conversation fillers: *Well ...*; *Um ...*;  
*Let's see ...*; *Hmm ...*

Inviting opinions: *What do you think?*  
*What's your opinion?*  
*Do you agree?*

Describing steps: *First / Firstly*; *Second / Secondly*; *Third / Thirdly*

For Listeners:

Showing interest: *Really?* *Yeah?* *Wow!*  
*Cool!* *That's great!*

Asking for clarification: *Can you repeat that please?* *Sorry, what did you say?*

## YOUR TURN Answers will vary

- A** You are going to plan and give a short presentation to a partner about a problem in your neighborhood, city, or country. Use some or all the questions below to make some notes.

What place are you going to talk about?

What exactly is the problem?

How can the problem be solved in your opinion?

What steps need to be taken?

- B** Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

### Useful phrases

**Qualities of a neighborhood:** *clean streets, affordable housing, heavy traffic, reliable public transportation, friendly neighbors, high crime, good nightlife, green space*

**Giving opinions:** *I think/believe/feel that ... / To me, ... / In my opinion, ...*

**Making Suggestions:** *We should ... / Maybe we can ... / One thing we could do is ...*

**Describing steps:** *Firstly, ... / Secondly, ... / Thirdly, ...*

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–12. As you listen, check [✓] each skill your partner uses.

The speaker ...

• introduces himself/herself	<input type="checkbox"/>	• gives some statistics	<input type="checkbox"/>
• gets the audience's attention	<input type="checkbox"/>	• shows enthusiasm	<input type="checkbox"/>
• uses effective body language	<input type="checkbox"/>	• pauses effectively	<input type="checkbox"/>
• introduces his or her topic	<input type="checkbox"/>	• paraphrases key points	<input type="checkbox"/>
• uses effective hand gestures	<input type="checkbox"/>	• uses visuals	<input type="checkbox"/>
• involves the audience	<input type="checkbox"/>	• thanks the audience	<input type="checkbox"/>

- D** Give your partner some feedback on their talk. Include two things you liked, and one thing he or she can improve.

That was great. You paused effectively, and you used great visuals. But you didn't look at the audience enough.

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Asking about spelling: *How do you spell that? Is that spelled with a d or a p?*

Disagreeing politely: *I don't really agree; Actually, I have a different idea; Sorry, but I have to disagree; I'm not quite sure about that.*

Encourage listeners to ask questions during the presentations and offer their opinions after.

- D** Remind students that when offering feedback, start with some praise.



# Audio and Video Scripts

## UNIT 1

**1.1** [music only, first 45 seconds from Sleepy Man Banjo Boys TED Talk]

**1.2** Hi, my name's Philip and I'm from Oldham, a town in the north of England.

My passion in life is music. I love listening to music, but I also like writing and recording my own songs.

I have quite a big collection of musical instruments:

a bass guitar, [Phil plays a bass guitar]

a mandolin, [Phil plays a mandolin]

a ukulele, [Phil plays a ukulele]

an acoustic guitar [Phil plays an acoustic guitar]

and four electric guitars. This one is my favorite. [Phil plays an electric guitar]

I don't have a favorite kind of music. I like rock, country, jazz, classical—anything that's good really.

Right now, I'm a member of an Irish folk band. I play the bass guitar and mandolin. We usually play traditional Irish folk. Here, let me give you an example:

[Irish music plays]

**1.4** [Speaker A is female; Speaker B is male]

**A:** Hey, this chart is pretty interesting. Look.

**B:** Yeah? What does it show?

**A:** Well, it shows how popular different types of music are with different age groups. Look, you can see that classical music is popular with people over 55.

**B:** Well, my grandmother's a bit different. She doesn't like classical music at all. She loves pop.

**A:** Pop? Really?

**B:** Yeah. Her favorite band is One Direction.

**A:** Wow! That's cool. Well, what kind of music do you like? You're 20. The chart says rap and hip-hop are popular with your age group.

**B:** Well, that's kind of right. I like rap and hip hop. But I really love pop. I guess I'm similar to my grandmother.

**1.5** Tyler Spencer lives in Oregon, in the United States. He has an unusual hobby. He likes to play the didgeridoo, a traditional instrument from Australia.

Tyler doesn't really like to buy didgeridoos. He prefers to make his own. His favorite materials to work with are bamboo, oak, and other hardwoods.

These days more and more people like to play the didgeridoo. Oregon's InDidJInUs festival attracts visitors from around the world. Tyler likes the festival very much because he can meet people who share his passion.

## 1.6 TED TALK

Robbie Mizzone: Thank you.

Tommy Mizzone: Thank you very much. We're so excited to be here. It's such an honor for us. Like he said, we're three brothers from New Jersey—you know, the bluegrass capital of the world. We discovered bluegrass a few years ago, and we fell in love with it. We hope you guys will, too.

RM: I'm just going to take a second to introduce the band. On guitar is my 15-year-old brother Tommy. On banjo is 10-year-old Jonny. He's also our brother. And I'm Robbie, and I'm 14, and I play the fiddle.

[. . .] I'm also going to explain, a lot of people want to know where we got the name Sleepy Man Banjo Boys from. So it started when Jonny was little, and he first started the banjo, he would play on his back with his eyes closed, and we'd say it looked like he was sleeping.

[Music]

TM: Thank you very much.

RM: Thank you.

## UNIT 2

**2.1** I'm Jessi, and this is my suitcase. But before I show you what I've got inside, I'm going to make a very public confession, and that is, I'm outfit-obsessed. I love finding, wearing, and more recently, photographing and blogging a different, colorful, crazy outfit for every single occasion. But I don't buy anything new.

**2.2** Well, one thing I spend a lot of money on is eating out. I love finding new restaurants and going there with my friends.

We don't usually go to expensive places, but I eat out about 2 or 3 times a week. I guess that's quite a lot of money every month.

Also, I often spend money on concert tickets. I like to go to concerts and music festivals. I go at least once a month.

Tickets are usually very expensive so I spend a lot of money on them. But I really like going to concerts so it's okay.

Some of my friends spend quite a lot on their cell phones—but I don't. I'm usually very busy during the day so I don't spend much time on my phone.

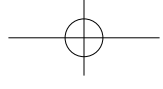
Also, I don't like using it so much. I prefer to talk to people face-to-face.

**2.4** [Speaker A is female; Speaker B is male]

**A:** Hey, look at this chart. It says that the average teenager spends 29% of their money on clothes!

**B:** Hmmm. Well that's probably true for me. I go shopping for clothes every weekend.

**A:** Really? Not me. I hardly ever buy new clothes.



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**B:** So what do you spend your money on then?

**A:** I spend a lot on books, actually. I love reading.

**B:** Yeah? How often do you buy books?

**A:** Hmmm. I buy about two or three new books every week.

**B:** Wow! I guess you usually buy them second-hand?

**A:** No, hardly ever, actually. I prefer to buy new ones.

- 2.5** When shopping for new clothes, we usually think very carefully about the style, the color, and the price. But how often do you consider the environment?

ECOALF is a clothing company that is trying to help the environment. They make new clothes using recycled materials. They recycle things like old tires, plastic bottles, and sometimes fishing nets. They even use coffee grounds that they collect from different coffee shops every day.

But ECOALF believes that style is important, too, so the clothes they make never look recycled. In this way, ECOALF hopes people realize that they can help the environment and look good at the same time.

## 2.6 TED TALK PART 1

I'm Jessi, and this is my suitcase. But before I show you what I've got inside, I'm going to make a very public confession, and that is, I'm outfit-obsessed. I love finding, wearing, and more recently, photographing and blogging a different, colorful, crazy outfit for every single occasion. But I don't buy anything new. I get all my clothes secondhand from flea markets and thrift stores. Aww, thank you.

Secondhand shopping allows me to reduce the impact my wardrobe has on the environment and on my wallet. I get to meet all kinds of great people; my dollars usually go to a good cause; I look pretty unique; and it makes shopping like my own personal treasure hunt. I mean, what am I going to find today? Is it going to be my size? Will I like the color? Will it be under \$20? If all the answers are yes, I feel as though I've won.

## 2.7 TED TALK PART 2

And I'd really love to show you my week's worth of outfits right now. Does that sound good? [Applause]

So as I do this, I'm just gonna / I'm also gonna tell you a few of life lessons that, believe it or not, I have picked up in these adventures wearing nothing new.

So let's start with Sunday. I call this "Shiny Tiger." You do not have to spend a lot of money to look great. You can almost always look phenomenal for under \$50.

Monday: Color is powerful. It is almost physiologically impossible to be in a bad mood when you're wearing bright red pants. [Laughter] If you are happy, you are going to attract other happy people to you.

Tuesday: Fitting in is way overrated. I've spent a whole lot of my life trying to be myself and at the same time fit in. Just be who you are.

Wednesday: Embrace your inner child. Sometimes people tell me that I look like I'm playing dress-up, or that I remind them

of their seven-year-old. I like to smile and say, "Thank you."

Thursday: Confidence is key. If you think you look good in something, you almost certainly do. And if you don't think you look good in something, you're also probably right.

Friday: A universal truth—five words for you: Gold sequins go with everything.

And finally, Saturday: Developing your own unique personal style is a really great way to tell the world something about you without having to say a word. It's been proven to me time and time again as people have walked up to me this week simply because of what I'm wearing, and we've had great conversations.

So obviously this is not all going to fit back in my tiny suitcase. So before I go home to Brooklyn, I'm going to donate everything back. Because the lesson I'm trying to learn myself this week is that it's okay to let go. I don't need to get emotionally attached to these things because around the corner, there is always going to be another crazy, colorful, shiny outfit just waiting for me, if I put a little love in my heart and look.

Thank you very much. Thank you.

## UNIT 3

- 3.1** I would love to give you a little perspective on what a day in my life can look like.

[Video] Man: I mean, I know we were hoping for good waves, but I don't think anybody thought that was going to happen. I can't stop shaking. I am so cold.

- 3.2** A photographer takes pictures with a camera.

A journalist writes for a newspaper.

A professor gives lectures at a university.

A pilot flies airplanes.

A chef creates meals for a restaurant.

A dancer performs on a stage.

A scientist does experiments.

A waiter serves food and drinks.

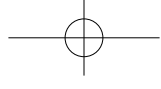
- 3.3** Interviewer: So, Richard, can you tell us about your job? What do you do?

Richard: I'm a TV host and journalist. The TV hosting part of my career has always been in sport, usually soccer. I've presented live matches in the Premier League, European Champions League, the FA Cup and World Cup, as well as international games.

Interviewer: What do you like about your job?

Richard: The best thing is that I'm working in sport—which is my life and passion. I really enjoy going to work. Working on live matches is really exciting. I've also been able to meet some famous people, including two of my biggest sporting heroes, Lennox Lewis and Ian Botham, and I've interviewed people like Usain Bolt and David Beckham.

Interviewer: Wow, cool! Is there anything you don't like about



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your job?

Richard: Well, it is sometimes tiring, especially when I need to work in the middle of the night. For example, during the World Cup in 2014, I went to work at 10 p.m. and came home at 8 a.m. the following day. However, I would have to say that it was the best experience of my working life.

Interviewer: And what do you do in your free time, when you're not working?

Richard: I go to the gym nearly every day before I start work, and I play soccer at weekends. I would like to play more than one game a week, but my body simply can't handle it! I also like to travel as much as possible. There are so many interesting places to visit in this part of the world.

**3.4 A:** So, how do you like being a barista?

**B:** Oh, it's great!

**A:** Yeah? What do you do every day?

**B:** Well, you know, I make coffee and serve it to customers.

**A:** Is it hard work?

**B:** Sometimes. The hours aren't great, but I don't mind.

**A:** Isn't it boring?

**B:** No, it's really fun. I meet a lot of cool people.

**3.5** [Speaker A is male; Speaker B is female]

**A:** So, what do you do for a living?

**B:** Oh, I'm a journalist for a local newspaper.

**A:** Mmm. Sounds great!

**B:** Really? It's not actually.

**A:** Oh? What don't you like about it?

**B:** Well, the pay is OK, but I really don't like the hours. They're terrible. I start work at 7 a.m. every day and usually finish at around 8 p.m.

**A:** Wow! That's tough. So, what's your dream job?

**B:** My dream job? Well, I think I'd really like to be a charity worker. You know, I'd love to do something to help other people.

**3.6** Many people would like to work as a pilot one day. According to one survey, in the U.K., it's the number one dream job. But what's the job really like? A good point is you can travel to a lot of interesting places—for free. The pay is pretty good, too. So what don't pilots like about their job? The hours are not great—they're often away from home and spend a lot of time in hotels. Pilots often work on holidays, too, as those are the busiest days for flying.

**3.7 TED TALK PART 1**

So if I told you that this was the face of pure joy, would you call me crazy? I wouldn't blame you, because every time I look at this Arctic selfie, I shiver just a little bit. I want to tell you a little bit about this photograph.

I was swimming around in the Lofoten Islands in Norway, just inside the Arctic Circle, and the water was hovering right at freezing.

[. . .] Now, before we get into the why would anyone ever want to surf in freezing cold water, I would love to give you a little perspective on what a day in my life can look like.

[Video] Man: I mean, I know we were hoping for good waves, but I don't think anybody thought that was going to happen. I can't stop shaking. I am so cold.

**3.8 TED TALK PART 2**

So, surf photographer, right? I don't even know if it's a real job title, to be honest. My parents definitely didn't think so when I told them at 19 I was quitting my job to pursue this dream career: blue skies, warm tropical beaches, and a tan that lasts all year long.

I mean, to me, this was it. Life could not get any better—sweating it out, shooting surfers in these exotic tourist destinations. But there was just this one problem. You see, the more time I spent traveling to these exotic locations, the less gratifying it seemed to be. I set out seeking adventure, and what I was finding was only routine.

[. . .] There's only about a third of the Earth's oceans that are warm, and it's really just that thin band around the equator. So if I was going to find perfect waves, it was probably going to happen somewhere cold, where the seas are notoriously rough, and that's exactly where I began to look. And it was my first trip to Iceland that I felt like I found exactly what I was looking for.

I was blown away by the natural beauty of the landscape, but most importantly, I couldn't believe we were finding perfect waves in such a remote and rugged part of the world.

[. . .] And I realized, all this shivering had actually taught me something: In life, there are no shortcuts to joy. Anything that is worth pursuing is going to require us to suffer just a little bit, and that tiny bit of suffering that I did for my photography, it added a value to my work that was so much more meaningful to me than just trying to fill the pages of magazines.

[. . .] So I look back at this photograph. It's easy to see frozen fingers and cold wetsuits and even the struggle that it took just to get there, but most of all, what I see is just joy.

Thank you so much.

**3.12 1.** I don't work in an office.

**2.** I meet new people every day.

**3.** I never work at night.

**4.** I always work outside.

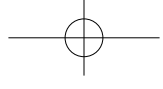
**5.** I teach people how to do something.

**UNIT 4**

**4.1** I'd like to give you guys a bit of a demonstration about what I do.  
[Beatboxing]

**4.2** Okotanpe is from Japan. He has a unique ability. Okotanpe is a contact juggler—and he's very good at it. He has many popular videos on YouTube that show his amazing skills. Contact juggling is different to normal juggling. You don't throw the balls in the air—instead the ball always touches, and rolls





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around your body. The balls look like bubbles, but actually they are hard and made of plastic. If you're good at contact juggling, like Okotanpe, you can make the ball look like it's floating. But you need to practice a lot—Okotanpe practices for several hours every day. Okotanpe can also do magic tricks with the balls—and he can make it look very easy.

**4.3 A:** Wow! You're pretty good.

**B:** Thanks. I practice a lot.

**A:** Can you play any other instruments?

**B:** Well, I can play the guitar—but I'm not very good at it.

**A:** Do you know how to read music?

**B:** Actually, no. I'm really bad at it.

**A:** Really? So how do you learn the songs?

**B:** I usually just listen and then try to play what I hear.

**A:** Wow! That's amazing.

**4.4** [Speaker A is female; Speaker B is male]

**A:** Are you still thinking about changing your career?

**B:** I'm thinking about it, yes.

**A:** There are some fun jobs here. How about becoming a pearl diver?

**B:** A pearl diver? Haha. Well it sounds fun, but I can't swim.

**A:** Oh, that's a shame.

**B:** How about you? You're good at swimming.

**A:** Yeah, but I can't swim underwater very well.

**B:** I see. Are there any other jobs there?

**A:** How about becoming a voice artist?

**B:** Actually, that's not such a bad idea. I can speak in funny voices.

**A:** Well, why not give it a try!

**4.5** Arthur Benjamin is a math professor. But he also has a second job—as a “mathemagician.”

As you can guess, Benjamin is very good at math. But he also knows how to do magic, and he combines his two passions into amazing performances.

Benjamin is really good at doing difficult math quickly. During his performances, Benjamin invites audience members with calculators on stage. He races them to see who can solve a difficult math problem first. Benjamin wins easily almost every time.

**4.6** We're going to take it back, way back, back into time.  
[Beatboxing: “Billie Jean”]

♪ Billie Jean is not my lover

♪ She's just a girl who claims that I am the one

♪ But the kid is not my son

[Applause] All right.

Wassup.

Thank you very much, TEDx.

If you guys haven't figured it out already, my name's Tom Thum, and I'm a beatboxer, which means all the sounds that you just heard were made entirely using just my voice, and the only thing was my voice. And I can assure you there are absolutely no effects on this microphone whatsoever.

And I'm very, very stoked [Applause] You guys are just applauding for everything. It's great. Look at this, Mom! I made it!

[. . .] You know, I'm from Brisbane, which is a great city to live in. Yeah! All right! Most of Brisbane's here. That's good. [Laughter] You know, I'm from Brisssy, which is a great city to live in, but, you know, let's be honest—it's not exactly the cultural hub of the Southern Hemisphere. So I do a lot of my work outside Brisbane and outside Australia, and so the pursuit of this crazy passion of mine has enabled me to see so many amazing places in the world.

## 4.7 TED TALK PART 2

I would like to share with you some technology that I brought all the way from the thriving metropolis of Brisbane. These things in front of me here are called Kaoss Pads, and they allow me to do a whole lot of different things with my voice. For example, the one on the left here allows me to add a little bit of reverb to my sound, which gives me that—[Trumpet]—flavor. [Laughter] And the other ones here, I can use them in unison to mimic the effect of a drum machine or something like that. I can sample in my own sounds and I can play it back just by hitting the pads here. [Noises] TEDx.

[Music]

I got way too much time on my hands.

And last but not least, the one on my right here allows me to loop loop loop loop loop loop loop loop my voice.

## 4.8 TED TALK PART 3

So with all that in mind, ladies and gentlemen, I would like to take you on a journey to a completely separate part of Earth as I transform the Sydney Opera House into a smoky downtown jazz bar. All right boys, take it away.

[Music]

Ladies and gentlemen, I'd like to introduce you to a very special friend of mine, one of the greatest double bassists I know. Mr. Smokey Jefferson, let's take it for a walk. Come on, baby.

[Music]

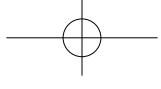
All right, ladies and gentlemen, I'd like to introduce you to the star of the show, one of the greatest jazz legends of our time. Music lovers and jazz lovers alike, please give a warm hand of applause for the one and only Mr. Peeping Tom. Take it away.

[Music]

Thank you. Thank you very much.

## UNIT 5

**5.1** [45 seconds footage of Yves Rossy flying]



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**5.2** In 2015, Sam Cossman visited Vanuatu on a project to study an active volcano. Cossman and his team learned a lot about this amazing place. They also took some great photos and made an incredible video. To get images like these, the team used drones. They put cameras onto the drones and flew them close to the center of the volcano. Not all of the drones survived. Some drones crashed into the volcano and others were destroyed by the intense heat. But the team were still able to get the pictures they wanted. The drones were really important to the success of the mission. Cossman believes that new technology is changing the way we explore. He also used a special suit to get close to the volcano and take a look by himself. The suit can cope with temperatures of up to 1,600 degrees Celsius. Cossman says that while the experience was “terrifying,” it also made him truly feel alive.

**5.4** [Speaker A is male; Speaker B is female]

**A:** Are those smart glasses you’re wearing?

**B:** Yeah.

**A:** Wow, I’ve never seen any before. What do you use them for?

**B:** I use them mainly to take pictures. I take one every hour. It’s kind of like a diary.

**A:** That’s cool. The only wearable tech I have is my fitness band.

**B:** Yeah, what does it do?

**A:** It can track my heart rate when I do exercise. It also tells me how far I’ve walked each day.

**B:** That sounds pretty useful.

**5.5** Hoverboards were once seen only in science fiction movies. But now the dream is slowly becoming reality.

A few companies have now started making them—and they look pretty cool! They use magnets so that the boards can fly just a few centimeters above the ground.

The hoverboards are not perfect, however. They only work on a special surface, so there are not many places you can use them. They’re also difficult to use—even pro skaters need a lot of practice. And they also cost a lot of money. Still, even at \$10,000 each, one company’s hoverboards sold out quickly.

## **5.6 TED TALK PART 1**

Narrator: Many of the tests are conducted while Yves is strapped into the wing, because Yves’ body is an integral part of the aircraft.

The wing has no steering controls, no flaps, no rudder. Yves uses his body to steer the wing.

When he arches his back, he gains altitude. When he pushes his shoulders forward, he goes into a dive.

Commentator One: There he goes. There is Yves Rossy. And I think the wing is open. The wing is open. So our first critical moment, it’s open. He is down. Is he flying?

Commentator Two: It looks like he’s stabilized. He’s starting to make his climb.

Commentator One: There’s that 90 degree turn you’re talking about. He’s out over the channel. There is Yves Rossy. There is no turning back now. He is over the English Channel and under way. Ladies and gentlemen, a historic flight has begun.

There he is. Yves Rossy has landed in England.

Bruno Giussani: And now he’s in Edinburgh. Yves Rossy! [Applause]

## **5.7 TED TALK PART 2**

**Text on slide:** What’s it like up there?

Yves Rossy: It’s fun. It’s fun. [Laughter] I don’t have feathers. But I feel like a bird sometimes. It’s really an unreal feeling, because normally you have a big thing, a plane, around you. And when I strap just this little harness, this little wing, I have really (really have) the feeling to be (of being) a bird.

**Text on slide:** How did you become Jetman?

YR: It was about 20 years ago, when I discovered free falling. When you go out of an airplane, you are almost naked. You take a position like that. And especially when you take a tracking position, you have the feeling that you are flying. And that’s the nearest thing to the dream. You have no machine around you. You are just in the element. It’s very short and only in one direction.

**Text on slide:** What’s your top speed?

YR: It’s about 300 km per hour before looping. That means about 190 miles per hour.

**Text on slide:** What’s the weight of your equipment?

YR: When I exit full of kerosene, I’m about 55 kilos. I have 55 kilos on my back.

**Text on slide:** What’s next for Jetman?

YR: First, to instruct a younger guy. I want to share it, to do formation flights. And I plan to start from a cliff, like catapulted from a cliff.

BG: So instead of jumping off a plane, yes?

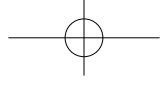
YR: Yes, with the final goal to take off, but with initial speed. Really, I go step by step. It seems a little bit crazy, but it’s not. It’s possible to start already now, it’s just too dangerous. [Laughter] Thanks to the increasing technology, better technology, it will be safe. And I hope it will be for everybody.

BG: Yves, thank you very much. Yves Rossy. [Applause]

## **UNIT 6**

**6.1** But I was not raised to think of myself as in any way remarkable. I have always regarded myself much like anyone else who navigates the dark unknowns of their own challenges. Is that so remarkable? I do not use my eyes, I use my brain.

**6.2** It’s never been easy growing up, and students today face just as many challenges as previous generations. Many suffer from stress—largely caused by exams and pressure from parents to be successful. Saving money is also difficult when you’re a full-time student. Some need to take on part-time jobs to pay their tuition fees. And—as it becomes easier for students to study



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abroad—making friends in a new country can also be an issue. What's more, all these kinds of worries can sometimes lead to serious health problems, such as depression.

**6.3** When Vasu Sojitra was about 9 months old, he lost his right leg to a blood infection. But even from a young age it was clear that Sojitra wasn't going to let his condition slow him down. He enjoyed sports, such as soccer, and also took up skateboarding. However, when he was 10, Sojitra found his real passion—skiing. Sojitra taught himself because the ski school instructor had no idea how to teach him. At first it was difficult, but Sojitra just kept trying and eventually he realized he was capable of doing anything. Sojitra likes to ski in the backcountry. There are no ski lifts so he needs to get to the top of the mountains himself. Although it's tiring, Sojitra loves the challenge. He always want to hike the highest mountain and get to the top of it. And on the way down—it's so much fun! Sojitra skis just as fast as his skiing partners.

**6.4 A:** So, how do you like your new life here in Spain?

**B:** Well, it's a great place, but I'm feeling a bit homesick.

**A:** Oh, I know how you feel. I felt the same when I first moved here.

**B:** How did you cope?

**A:** Well, when you move to a new country, it's really important to try hard to make some new friends. I joined a soccer team.

**B:** That's a good idea. I like tennis. Maybe I can find a tennis club.

**A:** When you join a club, you meet people with similar interests, too.

**B:** Yeah, I guess you're right. Thanks for the advice.

**6.5** [Speaker A is male; Speaker B is female]

**A:** How are your exams going?

**B:** Not bad actually. I think I'm doing pretty well.

**A:** I don't know how you stay so relaxed about it all. I'm really stressed.

**B:** Well it's important to stay organized. I plan each day's work carefully and try to manage my time.

**A:** I do that too. But on the day of the exam I'm so stressed I can't think properly.

**B:** I always listen to relaxing music before an exam. That keeps me calm. And then, after the exam, I reward myself by going shopping. That gives me something to look forward to.

**A:** That sounds like a good idea. Perhaps I'll try it.

**6.6** You're sitting in the exam room waiting for your paper. Here are some tips to help you get through the big exam.

**1.** Before you start writing, read all the instructions carefully and slowly. Highlight any important details.

**2.** Then, check the back of the paper. Are there any more questions? Many people forget to do this.

**3.** When you're ready to start, answer the easiest questions first.

**4.** When you find a difficult question, don't spend too much time thinking about it. Move on to the next question and come back to it at the end.

**5.** After you finish, don't leave the room early—check your answers carefully.

**6.7** [Clicking]

[. . .] Many of you may have heard me clicking as I came onto the stage—[Clicking]—with my tongue. Those are flashes of sound that go out and reflect from surfaces all around me, just like a bat's sonar, and return to me with patterns, with pieces of information, much as light does for you. And my brain, thanks to my parents, has been activated to form images in my visual cortex, which we now call the imaging system, from those patterns of information, much as your brain does. I call this process flash sonar. It is how I have learned to “see” through my blindness, to navigate my journey through the dark unknowns of my own challenges.

**6.8** But I was not raised to think of myself as in any way remarkable. I have always regarded myself much like anyone else who navigates the dark unknowns of their own challenges. Is that so remarkable? I do not use my eyes, I use my brain.

Now, someone, somewhere, must think that's remarkable, or I wouldn't be up here, but let's consider this for a moment.

Everyone out there who faces or who has ever faced a challenge, raise your hands. Whoosh. Okay. Lots of hands going up, a moment, let me do a head count. [Clicking] This will take a while. [Clicking] [Laughter] Okay, lots of hands in the air. Keep them up. I have an idea. Those of you who use your brains to navigate these challenges, put your hands down. Okay, anyone with your hands still up has challenges of your own. [Laughter]

**6.9** So now I present to you a challenge. So if you'd all close your eyes for just a moment, okay? And you're going to learn a bit of flash sonar. I'm going to make a sound. I'm going to hold this panel in front of me, but I'm not going to move it. Just listen to the sound for a moment. Shhhhhhhhhh. Okay, nothing very interesting. Now, listen to what happens to that same exact sound when I move the panel. Shhhhhhhhhh. [Pitch getting higher and lower]

Okay, now keep your eyes closed because, did you hear the difference? Okay. Now, let's be sure. For your challenge, you tell me, just say “now” when you hear the panel start to move. Okay? We'll relax into this.

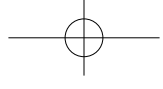
Shhhhhhh.

Audience: Now.

Good. Excellent. Open your eyes. All right. So just a few centimeters, you would notice the difference. You've experienced sonar. You'd all make great blind people. [Laughter]

**6.10** Let's have a look at what can happen when this activation process is given some time and attention.





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[Video] Juan Ruiz: It's like you guys can see with your eyes and we can see with our ears.

Brian Bushway: It's not a matter of enjoying it more or less; it's about enjoying it differently.

Shawn Marsolais: It goes across.

Daniel Kish: Yeah.

SM: And then it's gradually coming back down again.

DK: Yes!

SM: That's amazing. I can, like, see the car. Holy mother!

J. Louchart: I love being blind. If I had the opportunity, honestly, I wouldn't go back to being sighted.

JR: The bigger the goal, the more obstacles you'll face, and on the other side of that goal is victory.

Now, do these people look terrified? Not so much. We have delivered activation training to tens of thousands of blind and sighted people from all backgrounds in nearly 40 countries. When blind people learn to see, sighted people seem inspired to want to learn to see their way better, more clearly, with less fear, because this exemplifies the immense capacity within us all to navigate any type of challenge, through any form of darkness, to discoveries unimagined when we are activated.

I wish you all a most activating journey.

Thank you very much.

## UNIT 7

**7.1** When is it suddenly not okay to love the way that we look? Because apparently we don't.

Ten thousand people every month google, "Am I ugly?"

**7.2** Everybody says that my mom and I look very similar. My mom looks very young for her age, and sometimes people think that we're sisters.

We do look quite similar I suppose. We're both quite tall, we have the same eyes, and a similar smile.

Our personalities are similar, too. Neither of us are very talkative. We're both quite shy actually. And we both worry a lot—neither of us are very easy going.

But we have very different interests. My mom really likes sport, especially baseball. But I'm really not interested.

And my mom enjoys cooking, but I don't like it so much.

Actually my mom's a really good cook. I love the food she makes.

But I also like food from different countries, such as Thai food and Japanese food. My mom's a bit more traditional and usually prefers to eat Korean food.

**7.4** It's interesting to see how people of different nationalities feel about their appearance. What's also really interesting is that using the same data we can also look at the differences between men and women.

Now you might think that the responses would be very different. Some people think that women have more body

image issues than men—but the survey results don't really support that.

When we look at the results, across all countries, there is only a small difference between how men and women feel about how they look.

12% of both men and women said they were extremely happy with the way they look.

And at the other end of the scale, 14% of women said they were not very happy with their looks. 11% of men gave the same answer. Similarly, 4% of women said they were very unhappy, as did 3% of men.

**7.5** Poor body image is not just a problem for women. Many men are also fairly unhappy with the way they look—and experts believe the problem is getting worse. Like many women, some men believe that they are too heavy. But many others believe that they are too thin and not muscular enough. As a result, there are more men these days who develop serious health problems because of their body image issues. What's also very worrying is that men who suffer with these problems are less likely than women to talk to somebody about it.

**7.6** When is it suddenly not okay to love the way that we look? Because apparently we don't.

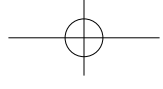
Ten thousand people every month google, "Am I ugly?" This is Faye. Faye is 13 and she lives in Denver. And like any teenager, she just wants to be liked and to fit in. It's Sunday night. She's getting ready for the week ahead at school. And she's slightly dreading it, and she's a bit confused because despite her mom telling her all the time that she's beautiful, every day at school, someone tells her that she's ugly. Because of the difference between what her mom tells her and what her friends at school, or her peers at school are telling her, she doesn't know who to believe. So, she takes a video of herself. She posts it to YouTube and she asks people to please leave a comment: "Am I pretty or am I ugly?"

[. . .] Thousands of people are posting videos like this, mostly teenage girls, reaching out in this way. But what's leading them to do this?

Well, today's teenagers are rarely alone. They're under pressure to be online and available at all times, talking, messaging, liking, commenting, sharing, posting—it never ends.

[. . .] This always-on environment is training our kids to value themselves based on the number of likes they get and the types of comments that they receive. There's no separation between online and offline life. What's real or what isn't is really hard to tell the difference between.

**7.7** Surely we want our kids to grow up as healthy, well balanced individuals. But in an image-obsessed culture, we are training our kids to spend more time and mental effort on their appearance at the expense of all of the other aspects of their identities. So, things like their relationships, the development of their physical abilities, and their studies and so on begin to suffer. Six out of 10 girls are now choosing not to do



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something because they don't think they look good enough. [ . . . ] Thirty-one percent, nearly one in three teenagers, are withdrawing from classroom debate. They're failing to engage in classroom debate because they don't want to draw attention to the way that they look. One in five are not showing up to class at all on days when they don't feel good about it. And when it comes to exams, if you don't think you look good enough, specifically if you don't think you are thin enough, you will score a lower grade point average than your peers who are not concerned with this. And this is consistent across Finland, the U.S., and is true regardless of how much you actually weigh. So to be super clear, we're talking about the way you think you look, not how you actually look.

- 7.8** We need to start judging people by what they do, not what they look like.

We can all start by taking responsibility for the types of pictures and comments that we post on our own social networks. We can compliment people based on their effort and their actions and not on their appearance.

[ . . . ] Ultimately, we need to work together as communities, as governments and as businesses to really change this culture of ours so that our kids grow up valuing their whole selves, valuing individuality, diversity, inclusion. We need to put the people that are making a real difference on our pedestals, making a difference in the real world.

[ . . . ] Right now, our culture's obsession with image is holding us all back. But let's show our kids the truth. Let's show them that the way you look is just one part of your identity and that the truth is we love them for who they are and what they do and how they make us feel. Let's build self-esteem into our school curriculums. Let each and every one of us change the way we talk and compare ourselves to other people. And let's work together as communities, from grassroots to governments, so that the happy little one-year-olds of today become the confident changemakers of tomorrow. Let's do this.

## UNIT 8

- 8.1** [music only, 45 seconds from Karen Bass's TED Talk]

Thank you so much for letting me share some images of our magnificent, wonderful Earth. Thank you for letting me share that with you.

- 8.2**
1. China's Yangtze River is very long. It flows for 6,300 kilometers.
  2. Mont Blanc is a very high mountain in Europe. It's 4,809 meters above sea level.
  3. Russia's Lake Baikal is extremely deep. Its bottom is 1,285 meters below sea level.
  4. In the United States, the Mississippi River is so wide that you cannot see across it in some places.

- 8.3** Ross Donihue: Marty and I set out on an expedition to make the first print and interactive maps of Patagonia national park. This was a dream project. In Patagonia we wanted to explore as much of the park as we could.

Narrator: Patagonia is an area at the southern end of South America. It's shared by Chile and Argentina. It's a big place but only about 2 million people live there. It's usually very cool and dry. Creating a map of this place involves a lot of hiking. But the scenery makes it worthwhile.

RD: Look at that—it doesn't get much better than that—every day it's different.

What I love most about Patagonia is no two days are the same, the weather's constantly changing, the light is constantly changing. You never know what the sunrise or sunset or anything in between will hold. And then we get to come back and produce a beautiful map that represents this place and, you know, share that with other people. That's really why I do it.

- 8.4** **A:** So where are you going for your vacation this summer?

**B:** Hawaii. I'm really looking forward to it!

**A:** That's great! I know it well.

**B:** Really? I can't decide which island to visit—Oahu or Maui. I hear that Maui is more relaxing.

**A:** Yeah, maybe. But Oahu is more exciting. That's where Honolulu and Waikiki Beach are.

**B:** So would you say Oahu is the best place in Hawaii?

**A:** No. Actually, my favorite island is Kauai. It's definitely the most beautiful. It has mountains, canyons, waterfalls, and beaches. I love it there.

- 8.5** [Speaker A is male; Speaker B is female]

**A:** Which place in the world would you most like to visit?

**B:** I'd love to climb Paricutin Volcano one day.

**A:** Yeah? Not me. It sounds too dangerous! I heard it's the most beautiful volcano in the world though.

**B:** Yeah, it's really beautiful. But I don't think it's so dangerous.

**A:** Maybe you're right. But I'd prefer something a bit less challenging. I really want to visit the Grand Canyon.

**B:** Yeah, me too. I heard the Copper Canyon in Mexico is deeper, though.

**A:** Really? Well, maybe I could visit both.

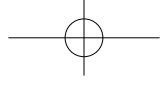
**B:** Good idea!

- 8.6** Mount Fuji is a symbol of Japan. At 3,776 meters, it is the highest mountain in Japan. It is only 100 kilometers from Tokyo, the largest city in the country.

Mount Fuji is one of the most popular tourist attractions in Japan. More than 200,000 people climb to the top every year. Most visit during the summer months. Climbing in the summer is easier than in the winter. Few climb during the winter as the conditions make it more dangerous than usual.

Many people start to climb Mount Fuji at night. The best place to experience sunrise is from the top. Japan, after all, is nicknamed the "Land of the Rising Sun."

- 8.7** As a filmmaker, I've been from one end of the Earth to the other trying to get the perfect shot and to capture animal



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behavior never seen before. And what's more, I'm really lucky, because I get to share that with millions of people worldwide. Now the idea of having new perspectives of our planet and actually being able to get that message out gets me out of bed every day with a spring in my step.

You might think that it's quite hard to find new stories and new subjects, but new technology is changing the way we can film. It's enabling us to get fresh, new images and tell brand new stories.

[. . .] For a filmmaker, new technology is an amazing tool, but the other thing that really, really excites me is when new species are discovered. Now, when I heard about one animal, I knew we had to get it for my next series, *Untamed Americas*, for National Geographic.

- 8.8** In 2005, a new species of bat was discovered in the cloud forests of Ecuador. And what was amazing about that discovery is that it also solved the mystery of what pollinated a unique flower. It depends solely on the bat.

[Video] Narrator: The tube-lipped nectar bat. A pool of delicious nectar lies at the bottom of each flower's long flute. But how to reach it? Necessity is the mother of evolution. This two-and-a-half-inch bat has a three-and-a-half-inch tongue, the longest relative to body length of any mammal in the world. If human, he'd have a nine-foot tongue.

What a tongue! We filmed it by cutting a tiny little hole in the base of the flower and using a camera that could slow the action by 40 times. So imagine how quick that thing is in real life.

- 8.9** Now people often ask me, "Where's your favorite place on the planet?" And the truth is I just don't have one. There are so many wonderful places. But some locations draw you back time and time again. And one remote location—I first went there as a backpacker; I've been back several times for filming, most recently for *Untamed Americas*—it's the Altiplano in the high Andes of South America, and it's the most otherworldly place I know. But at 15,000 feet, it's tough. It's freezing cold, and that thin air really gets you. Sometimes it's hard to breathe, especially carrying all the heavy filming equipment.

[. . .] But the advantage of that wonderful thin atmosphere is that it enables you to see the stars in the heavens with amazing clarity. Have a look.

[Video] Narrator: Some 1,500 miles south of the tropics, between Chile and Bolivia, the Andes completely change. It's called the Altiplano, or "high plains"—a place of extremes and extreme contrasts. Where deserts freeze and waters boil. More like Mars than Earth, it seems just as hostile to life. The stars themselves—at 12,000 feet, the dry, thin air makes for perfect stargazing. Some of the world's astronomers have telescopes nearby. But just looking up with the naked eye, you really don't need one.

Thank you so much for letting me share some images of our magnificent, wonderful Earth. Thank you for letting me share that with you.

## UNIT 9

- 9.1** In this photograph, we are standing in an area the size of the United States of America, and we're on our own. We have no radio communications, no backup. Beneath our feet, 90 percent of all the world's ice, 70 percent of all the world's fresh water.

- 9.2** In 2012, I set myself a challenge. I wanted to try to run 12 full-course marathons in one year. I had never run a full marathon before, so I knew it wouldn't be easy.

I like traveling so I also wanted to run in different countries. I planned to run marathons in Japan, Korea, Malaysia, Iceland, and Thailand.

My first marathon was in Okinawa, Japan.

On the morning of the race, I was pretty nervous. But the weather was beautiful, the atmosphere was fantastic, and my training beforehand was just enough—I finished the race! It was an amazing feeling!

My favorite marathon was the one in Reykjavik, Iceland.

Iceland is a beautiful country and the scenery along the course was breathtaking.

The most difficult race was in Kuala Lumpur. First of all, it was really hot. But, my biggest mistake was that I forgot to pack my running shoes! Can you believe it?! So, the day before the race, I had to buy new shoes and during the race, my feet were pretty painful!

In Gwacheon, which is in Korea, I managed to finish in third place! This was a real shock.

I only realized it after the race was already over but I was very happy!

After my last race in Bangkok, I had completed my challenge. I still enjoy running. I'm currently preparing for a full marathon in Stockholm. And maybe I'll try running 20 marathons in 2020!

- 9.4** Ann Bancroft and Liv Arnesen were once school teachers. But in February 2001, they became the first women to cross the Antarctic on foot. They walked, skied, and ice-sailed for more than 2,700km in extremely cold and dangerous conditions. The journey lasted 3 months.

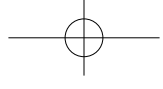
Bancroft and Arnesen wanted their adventure to inspire others to their own achievements. Using a website and satellite phone calls, more than 3 million children from around the world were able to watch and share in this amazing journey.

- 9.5** Sarah McNair-Landry grew up in northern Canada. Her parents were Arctic guides, so it's not surprising that she wanted to explore from an early age. At age 18, she skied to the South Pole. She was the youngest person ever to do this.

In 2007, McNair-Landry, her brother, and a friend decided to snow-kite 2,300 kilometers across Greenland. She wanted to raise awareness of global warming, and she hoped to inspire a new generation of explorers.

In 2015, she and a friend traveled for 120 days in the Arctic by





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dogsled. According to McNair-Landry, the most difficult thing about the trip was keeping the dogs happy. Often they simply didn't want to run.

- 9.6** Let's go south. All of you are actually going south. This is the direction of south, this way, and if you go 8,000 kilometers out of the back of this room, you will come to as far south as you can go anywhere on Earth, the Pole itself.

Now, I am not an explorer. I'm not an environmentalist. I'm actually just a survivor, and these photographs that I'm showing you here are dangerous. They are the ice melt of the South and North Poles. And ladies and gentlemen, we need to listen to what these places are telling us, and if we don't, we will end up with our own survival situation here on planet Earth.

I have faced head-on these places, and to walk across a melting ocean of ice is without doubt the most frightening thing that's ever happened to me.

[. . .] In this photograph, we are standing in an area the size of the United States of America, and we're on our own. We have no radio communications, no backup. Beneath our feet, 90 percent of all the world's ice, 70 percent of all the world's fresh water. We're standing on it. This is the power of Antarctica.

On this journey, we faced the danger of crevasses, intense cold, so cold that sweat turns to ice inside your clothing, your teeth can crack, water can freeze in your eyes. Let's just say it's a bit chilly. (Laughter) And after 70 desperate days, we arrive at the South Pole. We had done it.

- 9.7** For the last 11 years, we have taken over 1,000 people, people from industry and business, women and men from companies, students from all over the world, down to Antarctica, and during those missions, we've managed to pull out over 1,500 tons of twisted metal left in Antarctica. That took eight years, and I'm so proud of it because we recycled all of it back here in South America.

[. . .] We have taken young people from industry and business from India, from China. These are game-changing nations, and will be hugely important in the decision about the preservation of the Antarctic.

[. . .] It is such a privilege to go to Antarctica, I can't tell you. I feel so lucky, and I've been 35 times in my life, and all those people who come with us return home as great champions, not only for Antarctica, but for local issues back in their own nations.

- 9.8** NASA informed us six months ago that the Western Antarctic Ice Shelf is now disintegrating. Huge areas of ice—look how big Antarctica is even compared to here—huge areas of ice are breaking off from Antarctica, the size of small nations. And NASA have calculated that the sea level will rise, it is definite, by one meter in the next 100 years, the same time that my mum has been on planet Earth. It's going to happen, and I've realized that the preservation of Antarctica and our survival here on Earth are linked. And there is a very simple solution. If we are using more renewable energy in the real world, if we are

being more efficient with the energy here, running our energy mix in a cleaner way, there will be no financial reason to go and exploit Antarctica. It won't make financial sense, and if we manage our energy better, we also may be able to slow down, maybe even stop, this great ice melt that threatens us.

[. . .] Antarctica is a moral line in the snow, and on one side of that line we should fight, fight hard for this one beautiful, pristine place left alone on Earth. I know it's possible. We are going to do it. And I'll leave you with these words from Goethe. I've tried to live by them.

"If you can do, or dream you can, begin it now, for boldness has genius, power and magic in it."

Good luck to you all.

Thank you very much.

## UNIT 10

- 10.1** In this bank that we called the Arts Bank, it was in pretty bad shape. There was about six feet of standing water. It was a difficult project to finance, because banks weren't interested in the neighborhood because people weren't interested in the neighborhood because nothing had happened there. It was dirt. It was nothing. It was nowhere. And so we just started imagining, what else could happen in this building?

- 10.2** I'm from South Africa. I grew up in a city called Pietermaritzburg. It's in the west of the country, not so far from Durban.

I grew up in a quiet neighborhood in the suburbs. It's a really nice place with a lot of nature and green space. There are a lot of fruit trees around, and as children, we used to pick the fruit and hang out and eat it all day.

Traffic isn't so heavy, so the children can play in the streets. I spent a lot of time outside when I was young.

There's a university in Pietermaritzburg, so the nightlife is pretty good near the city center.

The only downside I guess, is that in my neighborhood, the public transportation isn't very good. So it's a bit difficult to get around if you don't have a car.

But it was a really good place to grow up. I think I was pretty lucky to live there.

- 10.3 A:** I hear you moved to a new place.

**B:** Yeah, I did. I moved last month.

**A:** So how do you like your neighborhood?

**B:** Well, it's OK. The streets are really clean and there are a lot of parks nearby, but the traffic is really heavy.

**A:** Yeah? Maybe you should take the train.

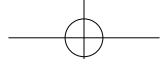
**B:** I thought about it, but I heard it's not very reliable.

**A:** So why don't you buy a bike? It's good exercise.

**B:** Yeah, that's a good idea. I'll think about it.

- 10.4** [Speaker A is male; Speaker B is female]

**A:** Do you have any ideas yet about our new place? We need to move pretty soon.



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**B:** Well, how about Brentwood? It's a beautiful area—there are lots of parks and green space.

**A:** Yeah, but it's too far from the office for me. What about Crestview instead? The nightlife is great there.

**B:** Crestview? No thanks, it's much too noisy.

**A:** Okay. Well, we could move to Woodlands I guess. It's pretty green and it's not so far from work.

**B:** Yeah. That's not a bad idea. Why don't we go for a look around the neighborhood this weekend?

**10.5 A:** I really like living in Ottawa, but I don't like where we live now.

**B:** I know what you mean. Well, how about finding a new neighborhood?

**A:** Yeah. We could move downtown. The shopping is great there.

**B:** Yeah, but housing isn't very affordable. Maybe we could move near the Greenbelt.

**A:** That's not a bad idea. I have a few friends in that area.

**B:** Great. Why don't you ask them what it's like?

**A:** OK.

**10.6** The neighborhood that I live in is Grand Crossing. It's a neighborhood that has seen better days. It is not a gated community by far. There is lots of abandonment in my neighborhood, and while I was kind of busy making pots and busy making art and having a good art career, there was all of this stuff that was happening just outside my studio.

[. . .] but I think a lot of our U.S. cities and beyond have the challenge of blight, abandoned buildings that people no longer know what to do anything with. And so I thought—is there a way that I could start to think about these buildings as an extension or an expansion of my artistic practice?

And that if I was thinking along with other creatives—architects, engineers, real estate finance people—that us together might be able to kind of think in more complicated ways about the reshaping of cities.

**10.7** And so I bought a building. The building was really affordable. We tricked it out. We made it as beautiful as we could to try to just get some activity happening on my block. Once I bought the building for about 18,000 dollars, I didn't have any money left. So I started sweeping the building as a kind of performance. This is performance art, and people would come over, and I would start sweeping. Because the broom was free and sweeping was free. It worked out. [Laughter] But we would use the building, then, to stage exhibitions, small dinners, and we found that that building on my block, Dorchester—we now referred to the block as Dorchester projects—that in a way that building became a kind of gathering site for lots of different kinds of activity.

[. . .] One house turned into a few houses, and we always tried to suggest that not only is creating a beautiful vessel important, but the contents of what happens in those buildings is also

very important.

So we were not only thinking about development, but we were thinking about the program—thinking about the kind of connections that could happen between one house and another. Between one neighbor and another.

**10.8** In this bank that we called the Arts Bank, it was in pretty bad shape. There was about six feet of standing water. It was a difficult project to finance, because banks weren't interested in the neighborhood because people weren't interested in the neighborhood because nothing had happened there. It was dirt. It was nothing. It was nowhere. And so we just started imagining, what else could happen in this building?

And so now that the rumor of my block has spread, and lots of people are starting to visit, we've found that the bank can now be a center for exhibition, archives, music performance, and that there are people who are now interested in being adjacent to those buildings because we brought some heat, that we kind of made a fire.

[. . .] In some ways, it feels very much like I'm a potter, that we tackle the things that are at our wheel, we try with the skill that we have to think about this next bowl that I want to make. And it went from a bowl to a singular house to a block to a neighborhood to a cultural district to thinking about the city, and at every point, there were things that I didn't know that I had to learn.

[. . .] So now, we're starting to give advice around the country on how to start with what you got, how to start with the things that are in front of you, how to make something out of nothing, how to reshape your world at a wheel or at your block or at the scale of the city.

Thank you so much.

## UNIT 11

**11.1** I'm here to share my photography. Or is it photography? Because, of course, this is a photograph that you can't take with your camera.

**11.2** Hi, my name's Hannah. I'm a documentary and travel photographer from the Philippines.

Photography is a great passion of mine and I'm really lucky that my job is something that I love.

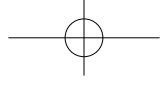
People sometimes ask me about what's important when taking a photo.

Well, to me, the most important thing is making sure you are in the right place to take the photograph.

But this doesn't mean that you have to be very somewhere very far from home. Sometimes the right place can just be in your back yard, your school, or your neighborhood.

Of course there are also technical things that a good photographer needs to learn. As a photographer you need to make sure you learn how to observe light.

You need to be able to understand how different times of day make for different kinds of images. My favorite time to take photographs is right before sundown, when the light is very



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soft.

This is one of my favorite photos. I took it when I was in Batanes, an island in the Philippines, photographing indigenous cultures.

I like the perspective and the color. But also, I like it because it shows how lovely my country is, and it reminds me of the wonders of childhood, when everything felt like a giant playground.

**11.3 A:** Hey, look at this picture.

**B:** Wow! That's pretty cool.

**A:** It's really unusual, isn't it?

**B:** Yeah.

**A:** I love the colors and the use of space.

**B:** Yeah. But I think anyone can make a picture like this with a computer.

**A:** I don't think so. I think you still need real talent.

**B:** I know what you mean. But I find real photos more interesting.

**11.4** [Speaker A is male; Speaker B is female]

**A:** Look at this picture. Do you think it's real?

**B:** Wow. It looks real. But I've never seen a sink that big!

**A:** Yeah. Look at the lighting. To me, something isn't quite right.

**B:** I think you're right. And look at the boy's shadow—I think it's going in the wrong direction.

**A:** Oh yeah. That looks a bit weird. Okay, I think this is definitely not real.

**11.5** Look at the picture on the right of what looks like a giant sink. What do you think? Is it real or digitally altered?

At first glance, the image looks quite realistic. But take a closer look at the shadows and lighting, and you'll probably feel that something is not quite right.

With today's technology, it's not difficult to create a photo like this one and make people believe that it's real. This image was made by combining two simple photos—one of a young boy and one of a bathroom sink. The sink looks huge when compared to the size of the boy.

**11.6** I'm here to share my photography. Or is it photography? Because, of course, this is a photograph that you can't take with your camera.

Yet, my interest in photography started as I got my first digital camera at the age of 15. It mixed with my earlier passion for drawing, but it was a bit different, because using the camera, the process was in the planning instead. And when you take a photograph with a camera, the process ends when you press the trigger. So to me it felt like photography was more about being at the right place and the right time. I felt like anyone could do that.

So I wanted to create something different, something where the process starts when you press the trigger. Photos like

this: construction going on along a busy road. But it has an unexpected twist. And despite that, it retains a level of realism. Or photos like these—both dark and colorful, but all with a common goal of retaining the level of realism.

**11.7** But what's the trick that makes it look realistic? Is it something about the details or the colors? Is it something about the light? What creates the illusion?

[. . .] I would like to say that there are three simple rules to follow to achieve a realistic result. As you can see, these images aren't really special. But combined, they can create something like this.

So the first rule is that photos combined should have the same perspective. Secondly, photos combined should have the same type of light. And these two images both fulfill these two requirements—shot at the same height and in the same type of light. The third one is about making it impossible to distinguish where the different images begin and end by making it seamless. Make it impossible to say how the image actually was composed.

**11.8** So to achieve a realistic result, I think it comes down to planning. It always starts with a sketch, an idea. Then it's about combining the different photographs. And here every piece is very well planned. And if you do a good job capturing the photos, the result can be quite beautiful and also quite realistic. So all the tools are out there, and the only thing that limits us is our imagination.

Thank you.

## UNIT 12

**12.1** So now just take a minute. I think you need to get to know the person next to you. Why don't you just shake their hands. Please shake their hands. All right, get to know each other. They look really pretty. All right. So what if I told you that the person whose hands you just shook actually didn't wash their hands when they were coming out of the toilet? They don't look so pretty anymore, right? Pretty yucky, you would agree with me.

**12.2** I have a problem with coffee, I think. I drink way too much of it. When I'm at work I'd say I drink at least 5 or 6 cups a day. It's become a habit, I guess, and the problem is that if I don't drink coffee during the day, I start to feel really tired.

I think it has an effect on my sleep too. I almost never get 8 hours of sleep. Usually I get 5 or 6 hours of sleep, and of course the next day I feel tired, and I drink more coffee, and well, you get the picture.

But otherwise I'm really healthy. I never eat snacks between meals, I take vitamins every day, and I rarely get sick. I also do quite a lot of exercise. I ride a bike, I play soccer sometimes, so I keep pretty fit. I have a few other bad habits, too—but I'm not going to tell you about those!

**12.3 A:** Do you want a soda?

**B:** Just water, thanks. I don't drink soda anymore.

**A:** Really? Why not?





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**B:** I saw a TV show about it last month.  
When you drink a can of soda, you consume eight teaspoons of sugar.

**A:** Wow! Well, I have some sugar-free soda.

**B:** Oh, someone told me that's even worse. I don't think sugar substitutes are good for your health.

**A:** OK, but I only have tap water. Is that okay?

**B:** You know, I'm not that thirsty actually.

**12.4** Most people know that washing your hands with soap is important to help prevent the spread of diseases. However, not many people consider hand-drying.

After I wash my hands, I always use a paper towel (if there is one). Let me tell you why.

Even after washing your hands, there are still some microbes left on your hands.

With wet hands—for example, if you choose not to dry your hands at all—germs can spread very easily when you touch things.

The problem with a warm-air dryer is that it may not make your hands completely dry.

A jet air dryer can dry your hands quite well, but they can also blow the germs off your hands and spread them around the washroom.

So, a simple paper towel is much more hygienic. If you use a paper towel, germs don't get blown around, and your hands will be nice and dry.

**12.5** Hand sanitizers are everywhere these days, but are they a good thing?

In short, yes, but be careful. Any hand sanitizer should contain at least 60 percent alcohol. If it contains less, it doesn't kill harmful bacteria.

Hand sanitizers are certainly convenient, but they should not replace regular handwashing. For example, if your hands are very dirty, it is much better to wash them with soap and water.

Also, be careful not to use hand sanitizers too often. When you overuse sanitizer, the alcohol dries out your skin.

**12.6** So imagine that a plane is about to crash with 250 children and babies, and if you knew how to stop that, would you?

Now imagine that 60 planes full of babies under five crash every single day. That's the number of kids that never make it to their fifth birthday. 6.6 million children never make it to their fifth birthday.

Most of these deaths are preventable, and that doesn't just make me sad, it makes me angry, and it makes me determined. Diarrhea and pneumonia are among the top two killers of children under five, and what we can do to prevent these diseases isn't some smart, new technological innovations. It's one of the world's oldest inventions: a bar of soap.

[. . .] Handwashing with soap is one of the most cost-effective ways of saving children's lives. It can save over 600,000 children every year. That's the equivalent of stopping 10 jumbo jets full of babies and children from crashing every single day.

**12.7** So now just take a minute. I think you need to get to know the person next to you. Why don't you just shake their hands. Please shake their hands. All right, get to know each other. They look really pretty. All right. So what if I told you that the person whose hands you just shook actually didn't wash their hands when they were coming out of the toilet? They don't look so pretty anymore, right? Pretty yucky, you would agree with me.

Well, statistics are actually showing that four people out of five don't wash their hands when they come out of the toilet, globally. And the same way, we don't do it when we've got fancy toilets, running water, and soap available, it's the same thing in the countries where child mortality is really high.

[. . .] So why is it? Why aren't people washing their hands? Why is it that Mayank, this young boy that I met in India, isn't washing his hands? Well, in Mayank's family, soap is used for bathing, soap is used for laundry, soap is used for washing dishes. His parents think sometimes it's a precious commodity, so they'll keep it in a cupboard. They'll keep it away from him so he doesn't waste it. On average, in Mayank's family, they will use soap for washing hands once a day at the very best, and sometimes even once a week for washing hands with soap. What's the result of that? Children pick up disease in the place that's supposed to love them and protect them the most, in their homes.

**12.8** Nine years ago, I decided, with a successful public health career in the making, that I could make the biggest impact coming, selling and promoting the world's best invention in public health: soap. We run today the world's largest handwashing program by any public health standards. We've reached over 183 million people in 16 countries. My team and I have the ambition to reach one billion by 2020.

[. . .] Last week, my team and I spent time visiting mothers that have all experienced the same thing: the death of a newborn. I'm a mom. I can't imagine anything more powerful and more painful. This one is from Myanmar. She had the most beautiful smile, the smile, I think, that life gives you when you've had a second chance. Her son, Myo, is her second one. She had a daughter who passed away at three weeks, and we know that the majority of children that actually die, die in the first month of their life, and we know that if we give a bar of soap to every skilled birth attendant, and that if soap is used before touching the babies, we can reduce and make a change in terms of those numbers.

[. . .] I hope you will join us and make handwashing part of your daily lives and our daily lives and help more children like Myo reach their fifth birthday.

Thank you.

# Unit 1 Quiz: Passions

## A VOCABULARY

Complete the sentences below using the words in the box.

science fiction      action      hates      horror      likes

My family and I all like different kinds of movies.

I love <sup>1</sup> \_\_\_\_\_ because I like stories about aliens and space. My sister loves <sup>2</sup> \_\_\_\_\_ movies because she actually likes to feel scared while watching them. Isn't she crazy? My mom <sup>3</sup> \_\_\_\_\_ both science fiction and horror, so she won't watch them with us. She'll only watch romantic comedies. Well, sometimes she'll watch <sup>4</sup> \_\_\_\_\_ movies with my dad if they have a love story, too. My dad says he only watches for the fast cars, but I think he <sup>5</sup> \_\_\_\_\_ the love stories, too.

## B GRAMMAR

Complete the conversation. Circle the correct words.

**A:** What kind of music <sup>1</sup>(does/ do) you like?

**B:** I <sup>2</sup>(love/ hate) country.

**A:** Really? <sup>3</sup>(What's/ Who's) your favorite singer?

**B:** Taylor Swift. She's amazing.

**A:** I don't like country <sup>4</sup>(a lot/ very much).

**B:** Well, she sings pop too.

**A:** Oh. I love <sup>5</sup>(pop/ country). What's your favorite pop song of hers?

## C TED TALK

Complete the sentences below using the words in the box.

band      capital      state      traditional      world

Bluegrass is now a popular type of music around the <sup>1</sup> \_\_\_\_\_ —but how did it get its name? The U.S. <sup>2</sup> \_\_\_\_\_ of Kentucky is called the Bluegrass region. Many people think the state is named for bluegrass music. But actually, it's named for a type of grass called bluegrass. In the 1940s, there was a very popular banjo <sup>3</sup> \_\_\_\_\_ from Kentucky called the Blue Grass Boys. People started calling the band's <sup>4</sup> \_\_\_\_\_ music "bluegrass." And now Kentucky is known as the <sup>5</sup> \_\_\_\_\_ of both bluegrass and bluegrass music!

# Unit 2 Quiz: Spending Habits

## A CONVERSATION

Complete the conversation below using the words in the box.

expensive   camera   coffee   concert   spending   shopping

A: Hey, I like your new <sup>1</sup> \_\_\_\_\_. And isn't that a new shirt?

B: Yep. I went <sup>2</sup> \_\_\_\_\_ this afternoon.

A: Wow you're <sup>3</sup> \_\_\_\_\_ a lot of money.

B: Well, I have a date tonight!

A: Oh! Where are you going?

B: First we're going to get <sup>4</sup> \_\_\_\_\_ together. Then we're going to a <sup>5</sup> \_\_\_\_\_.

A: That sounds fun, but <sup>6</sup> \_\_\_\_\_.

## B GRAMMAR

Rewrite each sentence, adding the word in parentheses (括号).

1 I go shopping alone. (sometimes) \_\_\_\_\_

2 We look for sale items. (always) \_\_\_\_\_

3 Do you buy fashion magazines? (ever) \_\_\_\_\_

4 My friends go shopping. (twice a week) \_\_\_\_\_

5 My brother spends money. (never) \_\_\_\_\_

## C TED TALK

Read the quotes from Jessi Arrington's TED Talk and complete the sentences.

1 *And I'd really love to show you my week's worth of **outfits** right now.*

Arrington is going to show her (**groceries** / **clothes**).

2 *I look pretty **unique**.*

Her style is (**the same as** / **different from**) other people.

3 *Secondhand shopping allows me to reduce the impact my **wardrobe** has on the environment ...*

Arrington says she's a green shopper in regards to what she (**wears** / **eats**).

4 *There is always going to be another **crazy**, colorful, shiny outfit just waiting for me ...*

Arrington loves to wear (**unusual** / **boring**) clothes.



# Unit 3 Quiz: Career Paths

A CONVERSATION

Complete the conversation using the words in the box.

pay    dancer    travel    do    chef    entertainment

- A: What do you <sup>1</sup> \_\_\_\_\_?
- B: I work at a restaurant. I'm a <sup>2</sup> \_\_\_\_\_. What about you?
- Do you like being a <sup>3</sup> \_\_\_\_\_?
- A: Yes, but the <sup>4</sup> \_\_\_\_\_ isn't great.
- B: Isn't it hard work?
- A: It's tiring sometimes, but I get to <sup>5</sup> \_\_\_\_\_ a lot.
- B: I think it's cool that you work in <sup>6</sup> \_\_\_\_\_.

B GRAMMAR

Circle the correct words.

- 1 What's your job (**like** / **likes**)?
- 2 (**Are** / **Do**) you like your new office?
- 3 What kind of job (**do** / **would**) you like to have in the future?
- 4 I (**work** / **job**) in a bank.
- 5 (**Do** / **Would**) you like to get a new job?

C TED TALK

Complete the conversation using the words in the box.

exotic    freezing    rough    suffering

Chris Burkard really loves his job, even though he says it involves some <sup>1</sup> \_\_\_\_\_. In fact, Burkard says that working in <sup>2</sup> \_\_\_\_\_ temperatures helps him enjoy his job more. When he's in cold and <sup>3</sup> \_\_\_\_\_ seas taking pictures of surfers, it gives him joy. Having a challenging job is more fun for him than working in <sup>4</sup> \_\_\_\_\_ locations.

# Unit 4 Quiz: Talents

**A CONVERSATION**

Circle the correct words.

- A:** You're so good at <sup>1</sup>(**giving** / **taking**) presentations.  
**B:** Thanks. I always <sup>2</sup>(**practice** / **play**) a lot beforehand.  
**A:** Do you have any <sup>3</sup>(**decisions** / **advice**) for me?  
**B:** Well, I usually <sup>4</sup>(**practice** / **take**) a video of myself when I practice.  
**A:** That's a really good idea. Hey, you're <sup>5</sup>(**pretty good** / **not very good**) at giving advice too!

**B GRAMMAR**

Put the words into the correct order to make a question about abilities.

- 1** at / dancing? / good / Is / Jon \_\_\_\_\_  
**2** any / Can / instruments? / Nina / play \_\_\_\_\_  
**3** decisions? / Does / Filip / good / make / usually \_\_\_\_\_  
**4** Does / Henry / how / know / play / soccer? / to \_\_\_\_\_  
**5** at / good / Is / photos? / taking / Zoe \_\_\_\_\_

**C TED TALK**

Complete the conversation using the words in the box. One word is extra.

**allows   instruments   performance   pursuing   sounds   voice**

Which <sup>1</sup>\_\_\_\_\_ did you like better, the beatboxing of Tom Thum or the bluegrass of the Sleepy Man Banjo Boys? Both have unique <sup>2</sup>\_\_\_\_\_, don't you think? Tom Thum uses his <sup>3</sup>\_\_\_\_\_ to make his music. But the Sleepy Man Banjo Boys don't sing at all—they only play <sup>4</sup>\_\_\_\_\_. Both groups have found their talents and are <sup>5</sup>\_\_\_\_\_ their dreams.

# Unit 5 Quiz: Technology

## A CONVERSATION

Choose the correct word in the box to complete the conversation.

expensive      light      look      them      they

A: Are those smart glasses?

B: Yeah. What do you think of <sup>1</sup>\_\_\_\_\_?

A: They <sup>2</sup>\_\_\_\_\_ heavy. Are they?

B: Not at all. They're really <sup>3</sup>\_\_\_\_\_ and thin.

A: They're cool. Were they <sup>4</sup>\_\_\_\_\_?

B: Yeah, a little.

A: Can I ask how much <sup>5</sup>\_\_\_\_\_ cost?

## B GRAMMAR

Circle the correct words to complete the sentences.

1 How (**many** / **much**) gadgets do you own?

2 How (**many** / **much**) time do you have right now?

3 I only have a (**a little** / **a few**) games on my phone.

4 My phone doesn't have (**many** / **a lot of**) memory.

5 I can't afford that. I only have (**a little** / **a few**) money.

6 I have quite (**many** / **a lot of**) apps on my phone.

## C TED TALK

Choose the correct word in the box to complete the paragraph.

aircraft      climbing      altitude      speed

Yves Rossy has built a(n) <sup>1</sup>\_\_\_\_\_ that may let us all experience flying! Can you imagine flying in the air like an airplane and reaching a(n) <sup>2</sup>\_\_\_\_\_ so high that you feel like a bird? Which would be more fun for you, <sup>3</sup>\_\_\_\_\_ up or diving down? Of course you have to like <sup>4</sup>\_\_\_\_\_ to enjoy being a Jetman. Rossy certainly does!



## Unit 6 Quiz: Challenges

### A CONVERSATION

Choose the correct word to complete the conversation.

**A:** You look <sup>1</sup>(**confident** / **worried**). Are you okay?

**B:** Not really. My parents are <sup>2</sup>(**pressuring** / **suffering**) me to get good grades.

**A:** Really? That's tough.

**B:** And I'm <sup>3</sup>(**making** / **having**) health problems. I always have a headache.

**A:** It sounds like you're <sup>4</sup>(**suffering** / **saving**) from <sup>5</sup>(**money** / **stress**).

**B:** You're probably right. How do you <sup>6</sup>(**cope** / **feel**) with stress?

### B GRAMMAR

Combine the sentences by using the word in parentheses (括号).

1 I take an exam / I eat a big breakfast (before)

2 I try to go for a run / I feel stressed (when)

3 I check my notes / I give a presentation (before)

4 I get my mother's advice / I feel better (after)

5 I feel sleepy / I eat a big meal (after)

### C TED TALK

Read the quotes from Daniel Kish's TED Talk. Then circle the correct words.

1 *But I was not raised to think of myself as **remarkable**.*

Kish considers himself to be (**unique** / **normal**).

2 *When blind people learn to see, sighted people seem **inspired** to want to see their way better ...*

Some sighted people want to (**teach** / **try**) Kish's techniques as well.

3 *Everyone out there who **faces** or who has every faced a challenge, raise your hands. Whoosh. Okay. Lots of hands going up ...*

Kish believes that we all (**sometimes** / **rarely**) experience problems.

4 *Those of you who use your brains to **navigate** these challenges, put your hands down.*

Kish says we all use our brains to find (**problems** / **solutions**).

# Unit 7 Quiz: Confidence

## A CONVERSATION

Choose the correct word in the box to complete the conversation.

friendly      more      same      tall      too

**A:** Guess what? I met your sister yesterday. She looks just like you!

**B:** I know. We're both <sup>1</sup>\_\_\_\_\_ and wear glasses, right?

**A:** And you both have the <sup>2</sup>\_\_\_\_\_ hair. I thought she was you!

**B:** We look alike, but she's <sup>3</sup>\_\_\_\_\_ talkative than I am.

**A:** I know! She talked to me for an hour! You're lucky to have such a <sup>4</sup>\_\_\_\_\_ sister.

**B:** She can be <sup>5</sup>\_\_\_\_\_ friendly. Sometimes she shows strangers my baby pictures!

## B GRAMMAR

Put the words into the correct order to make sentences.

**1** my / is / easygoing / father / pretty

\_\_\_\_\_

**2** she's / too / thinks / Beth / shy

\_\_\_\_\_

**3** all / is / Chung-wa / not / at / talkative

\_\_\_\_\_

**4** brother / her / quite / Samriti / funny / are / and

\_\_\_\_\_

**5** friendly / your / very / are / friends / not

\_\_\_\_\_

## C TED TALK

issue      judge      value      whole      self-esteem

The goal of the Meaghan Ramsey's project is to get young individuals to see themselves differently when they look in the mirror. Too many teenagers <sup>1</sup>\_\_\_\_\_ their appearances too harshly, and Ramsey wants to change this. The project tackles this <sup>2</sup>\_\_\_\_\_ by providing lessons and videos that teach the <sup>3</sup>\_\_\_\_\_ of <sup>4</sup>\_\_\_\_\_. Young people must understand that what is important is the <sup>5</sup>\_\_\_\_\_ self, not their appearance.





# Unit 9 Quiz: Achievements

## A CONVERSATION

Choose the correct word to complete the conversation.

**A:** My <sup>1</sup>(**dream** / **achievement**) is to start a business.

**B:** Wow. What kind of business?

**A:** I want to help people <sup>2</sup>(**achieve** / **pass**) their goals.

**B:** Like what?

**A:** Like <sup>3</sup>(**winning** / **climbing**) mountains.

**B:** So you want to be a trainer?

**A:** Exactly.

**B:** Hey, I want to <sup>4</sup>(**run** / **start**) a marathon. Can you help me?

**A:** Sure. I ran five marathons last <sup>5</sup>(**year** / **weekend**).

## B GRAMMAR

Complete each sentence using the past tense of the verb in parentheses (括号).

1 I \_\_\_\_\_ (walk) for ten miles.

2 She \_\_\_\_\_ (climb) the mountain.

3 They \_\_\_\_\_ (give) a presentation to the class.

4 He \_\_\_\_\_ (not get) the job.

5 I \_\_\_\_\_ (finish) college.

6 He \_\_\_\_\_ (win) an award.

7 She \_\_\_\_\_ (go) skiing last month.

## C TED TALK

Match the question with the correct answer.

- |  |   |  |
|--|---|--|
| 1 Is human survival <b>linked</b> to Antarctica? | • | • <b>a</b> He wants to <b>preserve</b> Antarctica. |
| 2 What is Swan's <b>mission</b> ?                | • | • <b>b</b> The polar ice is melting too quickly.   |
| 3 What is <b>threatening</b> Antarctica?         | • | • <b>c</b> Robert Swan thinks so.                  |

Unit 10 Quiz: Creative Cities

A CONVERSATION

Choose the correct word in the box to complete the conversation.

affordable	clean	green	low	neighborhood	public	vacant
------------	-------	-------	-----	--------------	--------	--------

- A: Did you finally find some <sup>1</sup>\_\_\_\_\_ housing?
- B: I did! My new place is great.
- A: What's the <sup>2</sup>\_\_\_\_\_ like?
- B: Well, the crime rate is <sup>3</sup>\_\_\_\_\_ and the streets are <sup>4</sup>\_\_\_\_\_.
- A: That's good.
- B: And it's close to my work by <sup>5</sup>\_\_\_\_\_ transportation.
- A: It sounds perfect.
- B: Well, almost. The only issues are that there are a lot of <sup>6</sup>\_\_\_\_\_ buildings and there isn't much <sup>7</sup>\_\_\_\_\_ space.
- A: Oh. That's a little worrying.

B GRAMMAR

Match the parts to complete the sentences.

- 1 I'm getting hungry. We should

2 My apartment is too small. I should

3 It's getting late. I should

4 This traffic is terrible. Where should we

5 Public transportation is terrible here. You should
- •

•

•

•
- a move to a bigger one.

b get a car.

c park the car?

d go to bed.

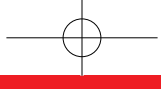
e make some dinner.

C TED TALK

Choose the correct word in the box to complete the conversation.

abandoned	reshaping	tackled
-----------	-----------	---------

Have you heard of Theaster Gates and how he's <sup>1</sup>\_\_\_\_\_ the South Side of Chicago? His renovations of <sup>2</sup>\_\_\_\_\_ buildings have completely transformed his neighborhood. It's amazing how he's <sup>3</sup>\_\_\_\_\_ the problem of urban blight. His whole community has been transformed as a result.



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## Unit 11 Quiz: Picture Perfect

### A CONVERSATION

Choose the correct word in the box to complete the conversation.

camera      light      photo      shots      stunning

**A:** Wow, did you take that <sup>1</sup>\_\_\_\_\_?

**B:** Yeah. I took it on vacation in Spain last year.

**A:** The color is amazing. The ocean looks <sup>2</sup>\_\_\_\_\_.

**B:** Thanks. I waited a long time for the perfect <sup>3</sup>\_\_\_\_\_.

**A:** How many <sup>4</sup>\_\_\_\_\_ did you take before you got this one?

**B:** Oh, probably about one hundred! I was there all afternoon.

**A:** It was worth it. What kind of <sup>5</sup>\_\_\_\_\_ do you have?

### B GRAMMAR

Put the words into the correct order to make sentences.

1 really / seem / they / worried \_\_\_\_\_

2 apple / doesn't / sweet / taste / this \_\_\_\_\_

3 fake / looks / me / painting / this / to \_\_\_\_\_

4 doesn't / realistic / sound / story / your \_\_\_\_\_

5 combines / image / photos / this / two \_\_\_\_\_

### C TED TALK

Choose the correct word in the box to complete the sentences.

combine      illusions      realistic      shadows      trick

Photographer Erik Johansson shares some helpful tips for editing photos to create

<sup>1</sup>\_\_\_\_\_ looking images that are actually <sup>2</sup>\_\_\_\_\_:

- <sup>3</sup>\_\_\_\_\_ photos that have the same perspective and same light. For example, make sure that any <sup>4</sup>\_\_\_\_\_ in the different photos come from the same direction.
- <sup>5</sup>\_\_\_\_\_ the viewer's eye by making sure it's not clear where one picture starts and the other ends.



# Unit 12 Quiz: Healthy Habits

## A CONVERSATION

Choose the correct word to complete the conversation.

**A:** I'm hungry. I <sup>1</sup>(**skipped** / **finished**) breakfast again today.

**B:** You did? That's not <sup>2</sup>(**too** / **very**) good for you.

**A:** I know. I slept too late. I'm always <sup>3</sup>(**tired** / **ready**).

**B:** You should <sup>4</sup>(**do** / **get**) at least eight hours every night.

**A:** I do <sup>5</sup>(**wake up** / **sleep**) eight hours, but I always want to sleep more!

**B:** You should <sup>6</sup>(**take** / **eat**) vitamins. That might help.

**A:** Do you ever <sup>7</sup>(**play** / **do**) yoga? I heard it's good for your body too.

## B GRAMMAR

Rewrite the sentences using the words in parentheses.

1 your breath is fresher / you use mouthwash regularly (when)

2 you eat a healthy breakfast / you have energy all morning (when)

3 I usually drink a glass of milk / I wake up hungry at night (if)

4 I have no food in my house / I usually go out to eat (when)

5 I have strange dreams / I eat a lot just before bedtime (if)

## C TED TALK

Choose the correct word in the box to complete the sentences.

availability

innovations

mortality

Global Handwashing Day is a day that reminds us that all we need to save lives is a simple bar of soap. The day teaches others that child <sup>1</sup>\_\_\_\_\_ rates could be reduced drastically if more kids washed their hands with soap. But in many places, the <sup>2</sup>\_\_\_\_\_ of soap is not a problem. The problem is encouraging people to use it. If people spread the message that such a simple item is more powerful than some great technological <sup>3</sup>\_\_\_\_\_, millions of lives could be easily saved.

# Unit Quizzes Answer Key

## UNIT 1

### A VOCABULARY

1. science fiction; 2. horror; 3. hates; 4. action; 5. likes

### B GRAMMAR

1. do; 2. love; 3. Who's; 4. very much; 5. pop

### C TED TALK

1. world; 2. state; 3. band; 4. traditional; 5. capital

## UNIT 2

### A CONVERSATION

1. camera; 2. shopping; 3. spending; 4. coffee; 5. concert;  
6. expensive

### B GRAMMAR

1. I sometimes go shopping alone. 2. We always look for sale items. 3. Do you ever buy fashion magazines? 4. My friends go shopping twice a week. 5. My brother never spends money.

### C TED TALK

1. clothes; 2. different from; 3. wears; 4. unusual

## UNIT 3

### A CONVERSATION

1. do; 2. chef; 3. dancer; 4. pay; 5. travel; 6. entertainment

### B GRAMMAR

1. like; 2. Do; 3. would; 4. work; 5. Would

### C TED TALK

1. suffering; 2. freezing; 3. rough; 4. exotic

## UNIT 4

### A CONVERSATION

1. giving; 2. practice; 3. advice; 4. take; 5. pretty good

### B GRAMMAR

1. Is Jon good at dancing? 2. Can Nina play any instruments? 3. Does Filip usually make good decisions? 4. Does Henry know how to play soccer? 5. Is Zoe good at taking photos?

### C TED TALK

1. performance; 2. sounds; 3. voice; 4. instruments;  
5. pursuing

## UNIT 5

### A CONVERSATION

1. them; 2. look; 3. light; 4. expensive; 5. they

### B GRAMMAR

1. many; 2. much; 3. a few; 4. a lot of; 5. a little; 6. a lot of

### C TED TALK

1. aircraft; 2. altitude; 3. climbing; 4. speed

## UNIT 6

### A CONVERSATION

1. worried; 2. pressuring; 3. having; 4. suffering; 5. stress;  
6. cope

### B GRAMMAR

(alternative answers possible) 1. Before I take an exam, I eat a big breakfast. 2. When I feel stressed, I try to go for a run. 3. Before I give a presentation, I check my notes. 4. I feel better after I get my mother's advice. 5. I feel sleepy after I eat a big meal.

### C TED TALK

1. normal; 2. try; 3. sometimes; 4. solutions

## UNIT 7

### A CONVERSATION

1. tall; 2. same; 3. more; 4. friendly; 5. too

### B GRAMMAR

1. My father is pretty easygoing. 2. Beth thinks she's too shy. 3. Chung-wa is not at all talkative. 4. Samriti and her brother are quite funny. 5. Your friends are not very friendly.

### C TED TALK

1. judge; 2. issue; 3. value; 4. self-esteem; 5. whole

## UNIT 8

### A CONVERSATION

1. colder; 2. beach; 3. fun; 4. largest; 5. swim

### B GRAMMAR

1. the most beautiful; 2. the coldest; 3. the most famous;  
4. the longest; 5. the highest, (the) scariest; 6. the deepest;  
7. the best

### C TED TALK

1. a; 2. a; 3. b

## UNIT 9

### A CONVERSATION

1. dream; 2. achieve; 3. climbing; 4. run; 5. year

### B GRAMMAR

1. walked; 2. climbed; 3. gave; 4. didn't get; 5. finished;  
6. won; 7. went

### C TED TALK

1. c; 2. a; 3. b

## UNIT 10

### A CONVERSATION

1. affordable; 2. neighborhood; 3. low; 4. clean; 5. public;  
6. vacant; 7. green

### B GRAMMAR

1. e; 2. a; 3. d; 4. c; 5. b

### C TED TALK

1. reshaping; 2. abandoned; 3. tackled

## UNIT 11

### A CONVERSATION

1. photo; 2. stunning; 3. light; 4. shots; 5. camera

### B GRAMMAR

1. They seem really worried. 2. This apple doesn't taste sweet. 3. This painting looks fake to me. 4. Your story doesn't sound realistic. 5. This image combines two photos.

### C TED TALK

1. realistic; 2. illusions; 3. combine; 4. shadows; 5. trick

## UNIT 12

### A CONVERSATION

1. skipped; 2. very; 3. tired; 4. get; 5. sleep; 6. take; 7. do

### B GRAMMAR

(alternative answers possible) 1. Your breath is fresher when you use mouthwash regularly. 2. When you eat a healthy breakfast, you have energy all morning. 3. If I wake up hungry at night, I usually drink a glass of milk. 4. When I have no food in my house, I usually go out to eat. 5. I have strange dreams if I eat a lot just before bedtime.

### C TED TALK

1. mortality; 2. availability; 3. innovations