## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope and Sequence</td>
<td>ii</td>
</tr>
<tr>
<td>Course Overview</td>
<td>vi</td>
</tr>
<tr>
<td><strong>1</strong> Passions</td>
<td>1</td>
</tr>
<tr>
<td><strong>2</strong> Spending Habits</td>
<td>9</td>
</tr>
<tr>
<td><strong>3</strong> Career Paths</td>
<td>17</td>
</tr>
<tr>
<td>Presentation 1</td>
<td>25</td>
</tr>
<tr>
<td><strong>4</strong> Talents</td>
<td>27</td>
</tr>
<tr>
<td><strong>5</strong> Technology</td>
<td>35</td>
</tr>
<tr>
<td><strong>6</strong> Challenges</td>
<td>43</td>
</tr>
<tr>
<td>Presentation 2</td>
<td>51</td>
</tr>
<tr>
<td><strong>7</strong> Confidence</td>
<td>53</td>
</tr>
<tr>
<td><strong>8</strong> Wild Places</td>
<td>61</td>
</tr>
<tr>
<td><strong>9</strong> Achievements</td>
<td>69</td>
</tr>
<tr>
<td>Presentation 3</td>
<td>77</td>
</tr>
<tr>
<td><strong>10</strong> Creative Cities</td>
<td>79</td>
</tr>
<tr>
<td><strong>11</strong> Picture Perfect</td>
<td>87</td>
</tr>
<tr>
<td><strong>12</strong> Healthy Habits</td>
<td>95</td>
</tr>
<tr>
<td>Presentation 4</td>
<td>103</td>
</tr>
<tr>
<td>Audio and Video Scripts</td>
<td>105</td>
</tr>
<tr>
<td>Unit Quizzes</td>
<td>118</td>
</tr>
<tr>
<td>Unit Quizzes Answer Key</td>
<td>130</td>
</tr>
</tbody>
</table>
# Scope and Sequence

<table>
<thead>
<tr>
<th>UNIT</th>
<th>VOCABULARY</th>
<th>LISTENING</th>
<th>LANGUAGE FOCUS</th>
<th>SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Music and movie genres</td>
<td><strong>Passions</strong></td>
<td><strong>My passion for music</strong>&lt;br&gt;Philip Jones, musician</td>
<td><strong>Function</strong>&lt;br&gt;Talking about likes and interests</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Spending money</td>
<td><strong>Spending Habits</strong></td>
<td><strong>How I spend my money</strong>&lt;br&gt;Stella Hekker, student</td>
<td><strong>Function</strong>&lt;br&gt;Talking about habits and routines</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Jobs</td>
<td><strong>Career Paths</strong></td>
<td><strong>Interview with a TV presenter</strong>&lt;br&gt;Richard Lenton, journalist</td>
<td><strong>Function</strong>&lt;br&gt;Asking about and describing jobs</td>
</tr>
</tbody>
</table>

**PRESENTATION 1** Introducing someone you know

| 4 | **Talents** | **Abilities** | **A unique ability**<br>Okotanpe, contact juggler | **Function**<br>Describing abilities and talents | Talking about abilities |
| 5 | **Technology** | **Gadgets** | **How I used drones to make an amazing video**<br>Sam Cossman, explorer | **Function**<br>Describing things and how they work | Talking about technology |
| 6 | **Challenges** | **Daily challenges** | **It's no big deal**<br>Vasu Sojitra, skier | **Function**<br>Describing sequence | Talking about exam stress |

**PRESENTATION 2** Presenting a favorite piece of technology
<table>
<thead>
<tr>
<th>LESSON C</th>
<th>LESSON D</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED TALKS</td>
<td>PRESENTATION SKILLS</td>
</tr>
<tr>
<td>BLUEGRASS FROM NEW JERSEY</td>
<td>Introducing yourself</td>
</tr>
<tr>
<td>Sleepy Man Banjo Boys</td>
<td></td>
</tr>
<tr>
<td>WEARING NOTHING NEW</td>
<td>Using effective body language</td>
</tr>
<tr>
<td>Jessi Arrington</td>
<td></td>
</tr>
<tr>
<td>THE JOY OF SURFING IN ICE-COLD WATER</td>
<td>Thanking the audience</td>
</tr>
<tr>
<td>Chris Burkard</td>
<td></td>
</tr>
<tr>
<td>THE ORCHESTRA IN MY MOUTH</td>
<td>Introducing a topic</td>
</tr>
<tr>
<td>Tom Thum</td>
<td></td>
</tr>
<tr>
<td>FLY WITH THE JETMAN</td>
<td>Using gestures effectively</td>
</tr>
<tr>
<td>Yves Rossy</td>
<td></td>
</tr>
<tr>
<td>HOW I USE SONAR TO NAVIGATE THE WORLD</td>
<td>Involving your audience</td>
</tr>
<tr>
<td>Daniel Kish</td>
<td></td>
</tr>
</tbody>
</table>
### Scope and Sequence

<table>
<thead>
<tr>
<th>UNIT</th>
<th>LESSON A</th>
<th>LESSON B</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Confidence</td>
<td>Appearance and personality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bonnie Kim, school consultant</td>
</tr>
<tr>
<td>8</td>
<td>Wild Places</td>
<td>Natural features</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ross Donihue and Marty Schnure, cartographers</td>
</tr>
<tr>
<td>9</td>
<td>Achievements</td>
<td>Personal achievements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scott Lee, marathon runner</td>
</tr>
<tr>
<td>10</td>
<td>Creative Cities</td>
<td>Qualities of a neighborhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Craig Albrightson, lecturer</td>
</tr>
<tr>
<td>11</td>
<td>Picture Perfect</td>
<td>Photography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hannah Reyes, photographer</td>
</tr>
<tr>
<td>12</td>
<td>Healthy Habits</td>
<td>Habits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>David Matjasevich, teacher</td>
</tr>
</tbody>
</table>

**PRESENTATION 3** Describing an amazing place you visited

**PRESENTATION 4** Describing an issue or challenge in your community
<table>
<thead>
<tr>
<th>LESSON C</th>
<th>LESSON D</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED TALKS</td>
<td>PRESENTATION SKILLS</td>
</tr>
<tr>
<td>WHY THINKING YOU’RE UGLY IS BAD FOR YOU</td>
<td>Using statistics</td>
</tr>
<tr>
<td>Meaghan Ramsey</td>
<td></td>
</tr>
<tr>
<td>UNSEEN FOOTAGE, UNTAMED NATURE</td>
<td>Showing enthusiasm</td>
</tr>
<tr>
<td>Karen Bass</td>
<td></td>
</tr>
<tr>
<td>LET’S SAVE THE LAST PRISTINE CONTINENT</td>
<td>Effective pausing</td>
</tr>
<tr>
<td>Robert Swan</td>
<td></td>
</tr>
<tr>
<td>HOW TO REVIVE A NEIGHBORHOOD</td>
<td>Paraphrasing key points</td>
</tr>
<tr>
<td>Theaster Gates</td>
<td></td>
</tr>
<tr>
<td>IMPOSSIBLE PHOTOGRAPHY</td>
<td>Introducing a visual</td>
</tr>
<tr>
<td>Erik Johansson</td>
<td></td>
</tr>
<tr>
<td>THE SIMPLE POWER OF HANDWASHING</td>
<td>Getting the audience’s attention</td>
</tr>
<tr>
<td>Myriam Sidibe</td>
<td></td>
</tr>
</tbody>
</table>
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 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.

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.
In the Language Focus section, an engaging infographic provides real-life context for key grammar points.

Listening sections feature audio and video interviews with real people from around the world, including musicians, students, journalists, and National Geographic explorers.

In the Speaking section, learners practice grammar communicatively through a controlled task.

The Language Focus Chart provides explicit language instruction, while the Language Notes section at the end of the student book provides additional support for the lesson’s target language.
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.

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

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

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.

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

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

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. 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

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.

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.
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.

**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.

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

**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

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

- bass guitar (低音吉他)
- banjo (班卓琴)
- acoustic guitar (原声吉他)
- mandolin (曼陀林)
- ukulele (尤克里里)
- electric guitar (电吉他)

B Watch the video again. Complete the sentences.
   1. “I love listening to music, but I also like _______ writing _______ and recording my own songs.”
   2. “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

SPEAKING  Talking about favorites

A 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 aloud 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?

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.

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

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 Indigo 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.

<table>
<thead>
<tr>
<th>Talking about likes and interests</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s your favorite movie?</td>
<td><strong>My favorite movie is</strong> Transformers.</td>
<td></td>
</tr>
<tr>
<td>Who are your favorite actors?</td>
<td><strong>My favorite actors are</strong> Matt Damon and Will Smith.</td>
<td></td>
</tr>
<tr>
<td>Do you like K-pop?</td>
<td><strong>Yes, I do.</strong></td>
<td></td>
</tr>
<tr>
<td>Does he like R&amp;B?</td>
<td><strong>Yes, he does.</strong></td>
<td></td>
</tr>
<tr>
<td>What kind of music do you like?</td>
<td><strong>I love really like</strong> hip-hop.</td>
<td></td>
</tr>
<tr>
<td>What kind of music don’t you like?</td>
<td><strong>I don’t like</strong> pop at all, very much.</td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Types of music</th>
<th>Singer or group</th>
<th>Types of movies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

**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 ...
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: _______ world  
2 happiness: _______ joy  
3 main place for an activity: _______ capital  
4 a region of a country: _______ state  

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?

a When Jonny started to play the banjo, he was very little and often fell asleep.

b 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”?

a It’s unusual for brothers to play bluegrass.

b 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.

Have students preview the task.

C 1.6 Play the TED Talk again. Check the answer as a class.
VOCABULARY IN CONTEXT

Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.e 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 Watch Robbie introduce the band. Complete the sentence.
“I’m just going to take a second to introduce the band ______.”

B 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: ______________

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.

VOCABULARY IN CONTEXT

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

Read the information aloud as students read along.

Play the video and check the answer as a class.
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 Show 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 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
- bagpipe 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.
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.

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.

UNIT GOALS

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.

WARM UP

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

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.

Spending Habits

WARM UP

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

2.1 Play the prevew 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.
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 (not easily damaged) items can be bought secondhand.

**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.

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/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

SPEAKING  Talking about shops

A 2.2 Listen to the recording. Notice the intonation of questions—the way each speaker’s voice rises or falls. Draw an 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 not? ✓ 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 where you shop. Answers will vary
Where do you like to shop?
I sometimes shop at the mall.
Yeah? Why do you like it?

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.

B 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 …?
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.

**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.

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

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*

<table>
<thead>
<tr>
<th>How often do you buy ....?</th>
<th>My guesses</th>
<th>Partner’s answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>shoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>video games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coffee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>makeup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>furniture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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._

**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.

_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 _I + 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._
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 ideaworth 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: outfits
2. one-of-a-kind: unique
3. not ordinary: crazy
4. all the clothes you own: wardrobe

VIEWING
A 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.

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:
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.”

VOCA LARY IN CONTEXT
A 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.

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

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.
Green shopping

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

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

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
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.
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

11 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.

WARM UP

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.

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)
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

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

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

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

**VOCABULARY**

**Jobs**

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

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

<table>
<thead>
<tr>
<th>Education and Research</th>
<th>News and Media</th>
<th>Entertainment</th>
<th>Travel</th>
<th>Stores and Restaurants</th>
</tr>
</thead>
<tbody>
<tr>
<td>professor, scientist</td>
<td>journalist, photographer</td>
<td>dancer</td>
<td>pilot</td>
<td>chef, waiter</td>
</tr>
</tbody>
</table>

**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?

**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.

**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 sell 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 all kinds of 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? |

**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?
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.

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 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.

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 present their infographics to a partner or a small group.
**SPEAKING**

**Talking about jobs**

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

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

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**

<table>
<thead>
<tr>
<th>Job 1</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A job I’d like to have</td>
<td></td>
</tr>
<tr>
<td>Why I want it</td>
<td></td>
</tr>
</tbody>
</table>

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

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

1. very cold: ______ freezing
2. not calm: ______ rough
3. unusual or different: ______ exotic
4. feeling of pain: ______ suffering

VIEWING

A 3.7 Watch Part 1 of the TED Talk and answer the questions.
1. Where is Burkard in the photo?
2. How does he describe the water?

B 3.8 Watch Part 2 of the TED Talk. Order the events in Burkard’s life from 1 to 4.
   __________ He begins to work in cold places.
   __________ He begins to work in warm places.
   __________ He becomes bored with his job.
   __________ He learns that sometimes achieving our dreams involves a struggle.

C CRITICAL THINKING Answers will vary

Personalizing Work with a partner. Discuss these questions.
1. Why does Burkard like his job?
2. Would you like to be a surf photographer? Why or why not?

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

**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.

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

- **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.

**TALKS**

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

---

**VOCABULARY IN CONTEXT**

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.

**PRESENTATION SKILLS**

**Thanking the audience**

> Thank you so much.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>&quot;Thank you.&quot;</th>
<th>&quot;Thank you so much.&quot;</th>
<th>&quot;Thank you very much.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleepy Man Banjo Boys</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Jessi Arrington</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**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.
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.

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.

CRITICAL THINKING

Answers will vary

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.

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.

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.

<table>
<thead>
<tr>
<th>tell</th>
<th>work</th>
<th>favorite</th>
<th>much</th>
</tr>
</thead>
<tbody>
<tr>
<td>people</td>
<td>goes</td>
<td>works</td>
<td>name</td>
</tr>
</tbody>
</table>

"Hi, My name’s Paula. I’d like to tell you a bit about my brother, Zak. He’s 21 and he’s a university student. He also works part-time as a barista. The pay isn’t great and he says it’s hard but he really enjoys it. He also really loves fashion and shopping for clothes. He goes shopping every weekend and his 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 people. One day, he’d like to write his own plays. OK, so that’s my brother Zak! Thank you so 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.

<table>
<thead>
<tr>
<th>The speaker …</th>
</tr>
</thead>
<tbody>
<tr>
<td>• introduces herself [✓]</td>
</tr>
<tr>
<td>• smiles [✓]</td>
</tr>
<tr>
<td>• stands up straight [✓]</td>
</tr>
<tr>
<td>• makes eye contact [✓]</td>
</tr>
<tr>
<td>• thanks the audience [✓]</td>
</tr>
</tbody>
</table>

**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 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 ...

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.

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

- Introduction: my name / topic
  - Paula forgot to mention that Zak studies art and that one of his dreams is to star in a movie.
  - Zac: 21 / student / studies Art
  - His job: barista / pays / hard work / enjoy
  - Likes: fashion / shopping every weekend / Uniqlo
  - Hobbies: actor / theater group / fun / meets people
  - Dreams: write own play / star in a movie
  - End: thank audience

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.

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

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 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 enough eye contact enough.)
4 Talents

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

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.

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.

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.

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 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.

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

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.

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 unstressed.

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...
- play the piano and juggle (玩杂耍)
- roll balls on their bodies
- 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 exercises 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.
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.
B: 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.

Hm, I think that's true...

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

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 6 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.

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.

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.
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.

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

**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 (珍珠潜水人) 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). Well, there's still a job for you! You can get paid for dressing up as a statue (雕像) in public as part of promotional (促销) events.

- **Odor tester**
  - Some people even make a career out of a good sense of smell. Odor 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** 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** 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 mathemagician?
   - 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.

**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? | Yes, I am.  
|                       | writing essays? | No, I’m not.  

| Do you know how to   | read Japanese? | Yes, I do.  
|                       | speak Spanish (西班牙语)? | No, I don’t.  

| Can you              | play a musical instrument? | Yes, I can.  
|                       | ride a bike? | 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. 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 students’ 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:

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.

**CRITICAL THINKING**

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

**VOCABULARY IN CONTEXT**

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

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

**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 *Morn! I made it!* He is pretending to call out to his mother, so she can see how successful he has become.
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 Listen and answer the following questions about Tom Thum's TED Talk.

1. How does he introduce his topic?
   Complete the sentences.
   a. I'd like to _______ about what I do.
   b. I'd like to _______ with you some technology that I brought.

B 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 _______.
2. Jessi Arrington "I'd really love to _______."
3. Chris Burkard "I would love to _______."
   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

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.

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 Sleepy Man Banjo Band can / Lang Lang can …

Tom Thum knows how to / The brothers know how to / Lang Lang knows how to …
The right job

4D

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.

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.

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.

CRITICAL THINKING

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.

CRITICAL THINKING

Read the questions aloud as students read along. Have them work in groups.

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.
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.

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.

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.

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).

**VOCABULARY Gadgets**

A

Most smartwatches have a very cool, modern design. They’re easy to use and link with your smartphone so you get all your messages as fast as possible.

B

While many people still buy books, others prefer e-readers. Recent models are extremely light and thin, but they’re also very strong. You can download books directly to your device.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>boring</td>
<td>fun</td>
</tr>
<tr>
<td>cheap</td>
<td>expensive</td>
</tr>
<tr>
<td>difficult</td>
<td>easy to use</td>
</tr>
<tr>
<td>heavy</td>
<td>light</td>
</tr>
<tr>
<td>old-fashioned</td>
<td>modern</td>
</tr>
<tr>
<td>slow</td>
<td>fast</td>
</tr>
<tr>
<td>thick</td>
<td>thin</td>
</tr>
<tr>
<td>weak</td>
<td>strong</td>
</tr>
</tbody>
</table>

**A** Read the paragraphs below. Then write each bold word next to its opposite.

1. boring ≠ fun
2. cheap ≠ expensive
3. difficult ≠ easy to use
4. heavy ≠ light
5. old-fashioned ≠ modern
6. slow ≠ fast
7. thick ≠ thin
8. weak ≠ strong

**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.

C Work with a partner. Share your ideas.

A universal remote refers to one remote control that can be used for various appliances in your home.

**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.

**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.

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 Cosman 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.
1 Cosman used drones to (take images/ measure the temperature).
2 Some drones were destroyed because of the (strong winds /great).
3 Cosman also used a special (suit car) to get close.
4 Cosman said he (wasn’t / wasn’t) afraid during his experience.

C CRITICAL THINKING
Applying What else could drones help to study? Discuss with a partner.

SPEAKING  Talking about gadgets

A 5.2 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 smartphone?
B: Yeah.
A: How do you like 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?
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.

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).
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 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.

<table>
<thead>
<tr>
<th>Describing things and how they work</th>
<th>Can</th>
<th>To</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does your smartwatch do?</td>
<td>It can</td>
<td>connect</td>
<td>pay for things</td>
</tr>
<tr>
<td>What do you use it for?</td>
<td>I use it</td>
<td>to</td>
<td>to track my heart rate</td>
</tr>
<tr>
<td>How many apps do you have on your smartphone?</td>
<td>Quite a lot, Not many, It's new, Only a few right now.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much battery life does it have?</td>
<td>Quite a lot, I only charge it at night, Not much, I charge it twice a day, Only a little, I need to recharge it every few hours.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

1. how fast something moves: _____ spend ______
2. planes, helicopters, etc.: ______ aircraft ______
3. height: ______ altitude ______
4. move upward: _____ climb ______

VIEWING

A. Watch Part 1 of the TED Talk. What happens when Rossy does these things while flying?

- He arches his back. [He flies up.]
- He pushes his shoulders forward. [He turns.]
- He lifts his wings. [He flies down.]

B. Watch Part 2 of the TED Talk. Complete the notes.

What’s flying like?
It’s fun! He feels like a ______.

What’s his top speed?
About ______ km/h

What’s the weight of his equipment?
When his equipment is full of fuel, it weighs about ______ kg.

How did he become Jetman?
Rossy got the idea ______ years ago when he discovered free falling.

What’s next for Jetman?
He wants to teach a ______ guy. He wants to try taking off from a cliff.

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.

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.

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

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."

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. "

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 jetplan.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.

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.

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.
Great idea!

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.

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.

CRITICAL THINKING

Read the questions aloud as students read along. Have them fill up the table individually. Then, ask them to discuss in groups. Ask for a volunteer from each group to present their ideas to the class.
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.

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.

WARM UP
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

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.

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.

EXTENSION ACTIVITY
Have students work with a partner to walk blindfolded around the room. Have a class discussion about the experience.
### 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.

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.

#### 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.

Play the video. Then check answers as a class.

**B** Have students preview the task and guess the answers before watching.

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 (snow is thick / there are no ski lifts).
3. Sojitra (likes / doesn't like) to climb the highest mountains.
4. Sojitra ski (at the same speed as / slower than) his skiing partners.

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 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?

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.

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.

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.

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.
How do you cope?

**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.

---

**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.

1. Before the exam, she **listens to relaxing music**.
2. After the exam, she **rewards herself by going shopping**.

**C** [6.6] Fill in the blanks with the words from the recording.

1. Before you start writing, read all the **instructions** carefully and slowly.
2. Then, check the **back** of the paper.
3. Answer the **easiest** questions first.
4. When you find a difficult question, don’t spend too much time **thinking about** it.
5. 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.**

<table>
<thead>
<tr>
<th>First,</th>
<th>Get a good night’s sleep.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then,</td>
<td>Have a light breakfast.</td>
</tr>
<tr>
<td>Next,</td>
<td>Try to get to school early.</td>
</tr>
<tr>
<td>After</td>
<td>Sit alone and relax.</td>
</tr>
</tbody>
</table>

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.

**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.

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.
How I use sonar to navigate the world

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.

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

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

   "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 ..."
   a Because he has received a lot of help throughout his life.
   b Because everyone has to overcome challenges using their mind.

B [6] Watch Part 2 of the TED Talk. Why does Daniel Kish say that he is not "remarkable"?
   "Because he has received a lot of help throughout his life.
   "Because everyone has to overcome challenges using their mind.

C [6] 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."

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.
**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.

B Watch part of Kish's TED Talk. How does he involve the audience?
   - a He asks the audience to raise their hands.
   - b He teaches the audience something.
   - c He asks the audience to say a word.

**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.

**VOCABULARY IN CONTEXT**

Play the video. If necessary, play it again. Check answers as a class.

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*
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.

I How to ____________

2 ____________
3 ____________
4 ____________
5 ____________
6 ____________

Inviting opinions
What do you think? What’s your opinion? Do you agree?
How do you feel about ...? Do you have any idea?

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.

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: 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.

<table>
<thead>
<tr>
<th>after</th>
<th>heavy</th>
<th>watch</th>
<th>quickly</th>
<th>expensive</th>
<th>fun</th>
<th>health</th>
</tr>
</thead>
</table>

I’d like to _______ 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 _______ tell _______ you about the good points. I use it mainly to _______ play _______ video games. It makes the games much more _______ fun _______. It feels very realistic, and it's amazing when you first try it. I also use it to _______ watch _______ films, which is really cool.
There are some bad points, though. I'm not sure if it's good for my _______ health _______. Sometimes, _______ after _______ I use it for a long time, I feel a little dizzy for a while. It's also quite _______ heavy _______ so it's a little uncomfortable to wear for a long time. It was _______ expensive _______ to begin with—nearly $500—and there aren't _______ 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 _______ quickly _______.
Thank you very _______ much _______.


C [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?

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
- 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.

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.

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.

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?
He’s kind of shy.

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.

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

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.

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>attractive</td>
<td>easygoing</td>
</tr>
<tr>
<td>beautiful</td>
<td>smart</td>
</tr>
<tr>
<td>heavy</td>
<td>shy</td>
</tr>
<tr>
<td>pretty</td>
<td>talkative</td>
</tr>
<tr>
<td>short</td>
<td></td>
</tr>
<tr>
<td>tall</td>
<td></td>
</tr>
<tr>
<td>handsome</td>
<td></td>
</tr>
<tr>
<td>thin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
1. Kim and her mother are both quite tall.  T  F
2. Kim is talkative, but her mother is very quiet.  T  F
3. Kim and her mother both like sports.  T  F
4. 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 7.2 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. /s/ eyes / mouth /s/
B: I guess so. But we have really different personalities.
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.

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.

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 ...

EXTENSION ACTIVITY Have partners use the language they've learned for similarities to compare their two relatives.
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.

<table>
<thead>
<tr>
<th>The 5 HAPPIEST countries</th>
<th>% of people who are happy with how they look</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>74%</td>
</tr>
<tr>
<td>Turkey</td>
<td>71%</td>
</tr>
<tr>
<td>Ukraine</td>
<td>65%</td>
</tr>
<tr>
<td>Brazil</td>
<td>65%</td>
</tr>
<tr>
<td>Argentina</td>
<td>62%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The 5 UNHAPPIEST countries</th>
<th>% of people who are unhappy with the way they look</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>38%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>20%</td>
</tr>
<tr>
<td>Korea</td>
<td>19%</td>
</tr>
<tr>
<td>Australia</td>
<td>19%</td>
</tr>
<tr>
<td>Poland</td>
<td>17%</td>
</tr>
</tbody>
</table>

B 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 different.
2. 12% of both men and women said they were extremely happy with the way they look.
3. 14% of women said they were not happy with the way they look.

C 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 satisfied 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. 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.

**Challenge** Ask students to work in pairs to summarize the content of the lecture.
SPEAKING  Talking about people

A Study the language in the chart. Pay attention to modifying adverbs in each sentence.

<table>
<thead>
<tr>
<th>Describing people</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What’s she like?</strong></td>
<td><strong>She’s</strong></td>
</tr>
<tr>
<td></td>
<td>extremely</td>
</tr>
<tr>
<td></td>
<td>very / really</td>
</tr>
<tr>
<td></td>
<td>pretty</td>
</tr>
<tr>
<td></td>
<td>quite</td>
</tr>
<tr>
<td><strong>What does he look like?</strong></td>
<td><strong>He’s</strong></td>
</tr>
<tr>
<td></td>
<td>kind of / sort of</td>
</tr>
<tr>
<td></td>
<td>a bit / a little</td>
</tr>
<tr>
<td></td>
<td>not very</td>
</tr>
<tr>
<td></td>
<td>short</td>
</tr>
<tr>
<td></td>
<td>heavy</td>
</tr>
<tr>
<td></td>
<td>tall</td>
</tr>
<tr>
<td><strong>He thinks he’s too short.</strong></td>
<td><strong>He thinks he’s not tall enough.</strong></td>
</tr>
</tbody>
</table>

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!

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

TED TALKS
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: individuals
2. to think something is important: value
3. to form an opinion about something: judge
4. all of something: whole

VIEWING
1. Why did Faye dread school?
   a. Because she didn’t have any friends.
   b. Because people said that she’s ugly.
2. Why did Faye post a video of herself online?
   a. Because her friends did the same thing.
   b. So people could comment on her appearance.
3. According to Ramsey, why do many others post videos like Faye’s?
   a. Because online comments are really important to them.
   b. Because they feel alone.

1. Body image issues can affect a student’s performance at school.
2. The problem is worse in the United States than in other countries.
3. The main issue is how students think they look, not how they actually look.

C. [7.7] 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.

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.

B. Have students preview the task.
C. Have students preview the task before watching the video.

58 Unit 7
**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**

**7.0 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 ...
  - 5 percent of students ...
  - Every day, 500 men ...

**A 7.0 Watch the excerpts from Meaghan Ramsey’s TED Talk. Complete the sentences with the numbers you hear.**

1. “______ ten thousand ______ people every month google, ‘Am I ugly?’”
2. “______ six ______ out of ______ ten ______ girls are now choosing not to do something because they don’t think they look good enough.”
3. “______ thirty-one ______ percent, nearly ______ one ______ in ______ three ______ teenagers, are withdrawing from classroom debate.”
4. “______ one ______ in ______ five ______ are not showing up to class 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.**

**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**

**7.0 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.

**B.** 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
2. 625,000 teachers have done self-esteem workshops for 17 million young people in over 112 countries
What do you think?

**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.

C Model the conversation with a volunteer. Ask students to each come up with one statistic from the results of the class poll.

**CRITICAL THINKING**

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?
8 Wild Places

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

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.

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.
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.

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.

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.

<table>
<thead>
<tr>
<th>beach</th>
<th>lake</th>
</tr>
</thead>
<tbody>
<tr>
<td>canyon</td>
<td>mountain</td>
</tr>
<tr>
<td>desert</td>
<td>ocean</td>
</tr>
<tr>
<td>island</td>
<td>waterfall</td>
</tr>
</tbody>
</table>

B Complete the sentences with words from the box below. One word is extra. Watch the video and check your answers.

<table>
<thead>
<tr>
<th>deep</th>
<th>dry</th>
<th>high</th>
<th>long</th>
<th>wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China’s Yangtze River is very long. It flows for 6,300 kilometers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mont Blanc (海拔4,810 meters) is a very high mountain in Europe. It’s 4,810 meters above sea level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Russia’s Lake Baikal is extremely deep. Its bottom is 1,385 meters below sea level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In the United States, the Mississippi River is so wide that you cannot see across it in some places.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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.
   1. Patagonia is an area shared by [two/ three] countries.
   2. Patagonia is usually a very cool and [wet /dry] place.
   3. Donihue’s favorite thing about Patagonia is [the changing climate /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.

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? Yes / no / not sure.
   A: No. Actually, my favorite island is Kauai. It’s definitely the most beautiful. It has mountains, canyons, prettiest / most scenic waterfalls, and beaches. I love it there.

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.

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

LANGUAGE FOCUS

A 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.

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. Pariutin 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.

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 ...

7EVEN 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 Everest is the highest mountain in the world.
- Other volcanoes may be larger than Mexico’s Pariutin 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.

8.5 Two people are talking about the places above. Watch and complete the information.

1. The man thinks Pariutin Volcano is ______ the most beautiful ______ volcano in the world.
2. The woman says Copper Canyon is ______ deeper ______ than the Grand Canyon.

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 ______ 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.”

**SPEAKING** Talking about natural wonders

**A** Study the language in the chart. Pay attention to **comparative and superlative adjectives** in each sentence.

<table>
<thead>
<tr>
<th>Making comparisons</th>
<th>Comparing three or more things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copper Canyon is <strong>deeper</strong> than the Grand Canyon; I think Kauai is <strong>more beautiful</strong> than Oahu; Spring is a <strong>better</strong> time to visit than summer.</td>
<td>The Grand Canyon isn’t the <strong>deepest</strong> canyon in the world; I think Kauai is the most beautiful place in Hawaii; May is the best month to go there.</td>
</tr>
</tbody>
</table>

Is the Amazon **longer** than the Nile? No, it isn’t. Which is **wider**—the Nile or the Amazon? The Amazon is **wider**.

Is the Nile the **longest** river in the world? Yes, it is. What’s the **widest** 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. What’s the largest continent in the world?
   - Is it Asia?

**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.

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).
Unseen footage, untamed nature

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 to 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.

B Have students work individually.

C 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.
**VOCABULARY IN CONTEXT**

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.

### 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.

---

**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**

---

**PRESENTATION SKILLS**

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**

Watch the excerpts from Karen Bass’s TED Talk. Complete the sentences below with the words you hear.

1. "There are so many **wonderful** places. But some locations draw you back time and time again."
2. "But the advantage of that **wonderful** thin atmosphere is that it enables you to see the stars in the heavens with **amazing** clarity."
3. "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 **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 to this place is complete without seeing the **strong adjective** Taj Mahal.

---

**C**

Work with a partner. Take turns reading the script above. Include some strong adjectives to help you sound enthusiastic.

---

**VOCABULARY IN CONTEXT**

**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.
Our natural wonders

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 advertise 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!

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

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.

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.

WARM UP

"Beneath our feet:
90 percent of all the world’s
ice, 70 percent of all the
world’s freshwater.
"

UNIT GOALS

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

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.
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

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 ...

SUPPORT Play the video.

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 past 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, ...

Scott Leefe is an amateur marathon runner. Watch the video and check ✔/x his achievement.
- He ran 12 marathons in one year.
- He broke a national record for the marathon.
- He won a marathon in Iceland.

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 Gwangju, Korea.
4. He finished in third place in Kuala Lumpur, Malaysia.

CRITICAL THINKING
Personalizing  Do you know about anyone who achieved something similar to Leefe? Discuss with a partner.

SPEAKING  Talking about an achievement

When we are expressing strong feelings, like excitement or pride, 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.

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

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.)

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

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.

Play the audio. Check answers as a class.

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 there 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 We won or / 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.

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.
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.

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

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.
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.

**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**

<table>
<thead>
<tr>
<th>Item</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1969, Apollo 11’s lunar Module landed</td>
<td>Yes, they did.</td>
<td>No, they didn’t.</td>
</tr>
<tr>
<td>on the moon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neil Armstrong was the first to walk on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the moon, Buzz Aldrin was the second.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They were on the surface of the moon for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>just over two hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Collins was also on the mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>but he didn’t walk on the moon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piccard and Jones began their balloon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flight around the world in 1999.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were they successful?</td>
<td>Yes, they were.</td>
<td></td>
</tr>
<tr>
<td>Did they make any stops on their journey?</td>
<td>No, they didn’t.</td>
<td></td>
</tr>
<tr>
<td>How long did the journey take?</td>
<td>It took almost 20 days.</td>
<td></td>
</tr>
</tbody>
</table>

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.

---

**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 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.*
Let’s save the last pristine continent

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

1. connected: linked
2. a very important task: mission
3. to put in danger: threaten
4. keeping the same: preservation

**VIEWING**


1. Swan describes himself as an environmentalist. T
2. On the expedition, Swan's team had radios so that they could call for help. T
3. It was so cold that water could freeze in their eyes. F
4. The journey to the South Pole took 90 days. T


Robert Swan has taken more than 1,000 businesspeople and students to Antarctica so that they could experience the place for themselves. During these visits, they removed 1,500 tons of old waste metal over a period of eight years and recycled it in South America. Swan has been to Antarctica 35 times. He believes everyone who goes there returns home as a champion for this amazing place.


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.

**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.


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.
**VOCABULARY IN CONTEXT**

**A** 9.8 Watch the excerpt. Notice how Swan uses pauses when he speaks.

**B** 9.9 Read the sentence below. Mark with / 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 / where you think you should pause. Then practice reading the paragraph to your partner. **Answers will vary**

---

**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.
Great 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 interrupt 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?

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.

SUPPORT Encourage students to take notes while listening to the presentations in order to ask better questions.

Point out that it is not necessary to cover all the given points, and they can add information as they like to talk about 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.

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 22.54 seconds, . . .

**Supporting**

Encourage students to take notes while listening to the presentations in order to ask better questions.

Point out that it is not necessary to cover all the given points, and they can add information as they like to talk about 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.

<table>
<thead>
<tr>
<th>ago</th>
<th>most</th>
<th>beach</th>
<th>best</th>
<th>didn’t</th>
<th>in</th>
<th>largest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I’d like to talk to you about the __________ most __________ amazing place I’ve ever visited.

The Great Barrier Reef is the __________ largest __________ coral reef system 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 __________ ago. We both really love diving, so this __________ was __________ our dream holiday. We __________ stayed in a hotel on Heron Island, which is just off the coast. It’s a beautiful place. The __________ best __________ thing about the island was that we __________ didn’t __________ need to take a boat to visit the reef—the reef was right there, just off the __________ beach __________.

We saw some amazing things while we were diving. There __________ 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 __________ quite __________ scared! The only bad thing about my trip was that it was much __________ 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 Play the video 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
• uses effective body language
• introduces her topic
• uses effective hand gestures
• involves the audience
• gives some statistics
• shows enthusiasm
• pauses effectively
• thanks the audience

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 Play the video to check answers.

C Have students preview the task.

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.
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 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.

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.
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.

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.
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.

VOCAUBURALY

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.

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

A 10.2 Craig Albrightson is talking about his hometown in South Africa. Watch the video and circle the topics he mentions.

B 10.3 Watch the video again. Complete the chart with words from A. Add any extra details you hear.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>a lot of green space and fruit trees, good nightlife, traffic isn’t heavy</td>
<td>public transportation isn’t good</td>
</tr>
</tbody>
</table>

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. 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.

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.

B 10.2 Play the video and have students circle the words they hear.

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 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.

B 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 words with a long vowel sound, e.g., hope, drive, write.
Silent gh — gh is often not pronounced before t, after i 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.
10B Nice neighborhoods

.language focus

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.

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.

Play the audio. Check answers as a class.

What makes a great neighborhood?

What do people look for when choosing a neighborhood? A recent survey found that personal safety tops the list, but many other things also help.

1 Safety and low crime
2 Green space and parks
3 Availability of jobs
4 Air quality
5 Entertainment and nightlife
6 Water quality
7 Good roads
8 Good schools

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, 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?

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.

<table>
<thead>
<tr>
<th>Offering suggestions</th>
<th>Move to a new neighborhood.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s</td>
<td></td>
</tr>
<tr>
<td>Maybe (we/you) can</td>
<td></td>
</tr>
<tr>
<td>(We/You could)</td>
<td></td>
</tr>
<tr>
<td>One thing (we/you) could do</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why don’t (we/you) move to a new neighborhood?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How about moving to a new neighborhood?</td>
<td></td>
</tr>
<tr>
<td>What should (we/you) do?</td>
<td></td>
</tr>
<tr>
<td>We/You should live in Crestview.</td>
<td></td>
</tr>
<tr>
<td>We/You shouldn’t move to Woodlands.</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>John</th>
<th>Maxiko</th>
<th>Miguel</th>
</tr>
</thead>
<tbody>
<tr>
<td>“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.”</td>
<td>“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.”</td>
<td>“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.”</td>
</tr>
</tbody>
</table>

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.

**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 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 or deal with it.
2. To reshape something means to make a copy and change the structure of it.
3. An abandoned building is one that the owner left or just bought.

VIEWING

A. Watch Part 1 of the TED Talk. What problem in his neighborhood does Gates talk about?
   - High crime.
   - Vacant buildings.
   - Not many jobs.

B. Watch Part 2 of the TED Talk. Put the events in order they happened. One option is extra.
   - Gates renovated the building.
   - Gates bought other buildings.
   - Gates got a new job to earn money.
   - Gates began to sweep as a kind of performance art.
   - People started to come to Gates’s building.
   - People started to come to Gates’s building.

C. 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.
      - the arts bank was not used as a place for exhibitions and performances.
   2. The Arts Bank is now used as a _____.
      - free school for adults giving advice to others doing art exhibitions.
   3. Gates is now _____ around the country.
      - doing advice to others giving art exhibitions.

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.

Have students read the events before watching the video. Tell students to put the events in order as they hear Gates tell the story.

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

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 the short film 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.

1. “It was dirt. It was nothing.”
2. “We tricked it out.”
3. “We brought some heat.”
4. “We made it as beautiful as we could.”
5. “How to start with what you got.”

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

Language Note

To reimage something means to give it a 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.
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 null.

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?

COMMUNICATING Planning neighborhood improvements

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, … Second, … / Secondly, … Third, … / Thirdly, …

to begin with then, next 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.
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.

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.

WARM UP

Watch part of Erik Johansson’s TED Talk.

1. Describe the image the speaker shows. Answers will vary.

WARM UP

Have students look over the picture, caption, and quote on the page. If necessary, elicit the meaning of photography.

1.1 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.
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.

**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*

**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, camera, 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 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?

SPEAKING  Giving your opinion

A 11.3 In the following underlined words, the letter "o" is pronounced as /a/ (British English) or /o/ (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, more interesting
B: I know what you mean. But I find real photos

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.

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.

B 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 a:

O tends to be pronounced /a/ in unstressed syllables. (together, connect, domain)

O tends to be pronounced /o/ (British English) or /o/ (American English) in stressed syllables or open syllables. (hotel, smoke, ago)

O tends to be pronounced /a/ 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.
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.

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.

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.

B 11B 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. 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.

C 11B 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*.

<table>
<thead>
<tr>
<th>Asking for and giving opinions</th>
<th>Yes, I do. I think it’s very interesting.</th>
<th>No, I don’t. I don’t think it’s interesting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think this photo is interesting?</td>
<td>I think that it’s amazing. feel (that) it’s overrated, beautiful (that) it’s her best one. find it boring.</td>
<td></td>
</tr>
<tr>
<td>What do you think of this image?</td>
<td>It looks like a painting; looks fake.</td>
<td></td>
</tr>
<tr>
<td>How do you feel about this picture?</td>
<td>To me, it’s kind of weird. In my opinion, it’s stunning.</td>
<td></td>
</tr>
<tr>
<td>What’s your opinion of this shot?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

**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 prefices 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 *look 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.

**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.

**D** 11.8 Play Part 3 of the TED Talk. Then check answers as a class.

**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**

- **A.11.9** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
  1.a. 2.b. 3.c. 4.e
  
**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 _____ share _____ my photography. Or is it photography? Because, of course, __________ this ______ is a _______ 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. [ ] This is ...
2. [ ] Have a look.
3. [ ] Here’s ...
4. [ ] I want to show you ...
5. [ ] In this ...
6. [ ] 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.

“The result can be quite beautiful.”

**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**

- **A.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.
  - eliciting examples of visuals: pictures, slides, videos, infographics, maps, charts, etc.
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 = snow 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, bearcrocodile, elefypo, and koaławo.

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.

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.

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.
12 Healthy Habits

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.

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.

WARM UP
Play the video.

For question 1, ask students to think about how they would feel if they were in the audience. Stop the video after Sidibe says, “All right, get to know each other,” and have students do what she is asking her audience to do: shake hands with the person next to you.

Explain that by asking them to shake hands, Sidibe is involving her audience. Ask students what they think Sidibe’s point is. (We never know what germs anyone is carrying, even people who look clean.)

For question 2, draw students’ attention to the quote. If necessary, elicit the meaning of cost-effective. Have students discuss in pairs. Then elicit ideas.

EXTENSION ACTIVITY
Ask students to keep a one-day journal of their handwashing habits.
**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**

**Have students work individually.** Ask students to tally how many of the habits they have.

**Have students work individually to complete the chart.** Point out that they might have different opinions about what is healthy and what isn’t.

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.

---

**VOCABULARY Habits**

A Match the words in each set.

1. wash o breakfast
2. go o your hands
3. skip o to the gym
4. eat o snacks (小吃)
5. brush o mouthwash (漱口水)
6. use o your teeth
7. avoid o vitamins
8. get o red meat
9. take o eight hours of sleep
10. do o a bike
11. ride o sugar-free soda (无糖饮料)
12. drink o 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.

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Makes no difference</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to the gym and drink sugar-free soda.</td>
<td>I go to the gym, too. But I think sugar-free soda is unhealthy. I try to drink water instead.</td>
<td></td>
</tr>
</tbody>
</table>

See **Language Note** on page 97 for differences between linking sounds and reduced speech.

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**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
• He drinks 5 (or 6) cups of coffee a day.
• He doesn’t sleep enough.

Matijasevich’s healthy habits
• He never eats snacks.
• He takes vitamins.
• He exercises. For example, he rides a bike and plays soccer.

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?
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.
   Apparently / I heard they’re 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.

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(f)eggs
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.

124 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

HAND DRYING HYGIENE

Hand drying is an important part of the handwashing process. If you don’t dry your hands properly, harmful microbes can spread. But research shows that the method you choose to dry your hands is also important.

Spread of microbes

B  124 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 soap is important to help prevent the spread of diseases. However, not many people consider 1 ________ hand-drying_____. After I wash my hands, I always use a 2 ________ paper towel_____ (if there is one). Let me tell you why. Even after washing your hands, there are still some 3 ________ microbes____ left on your hands. With wet hands—for example, if you 4 ________ choose____ not to dry your hands at all—germs can spread very easily when you 5 ________ touch____ things. The problem with a 6 ________ warm-air dryer____ is that it may not make your hands 7 ________ completely dry_____. A jet air dryer can dry your hands quite well, but they can also 8 ________ 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 9 ________ blown around_____, and your hands will be nice and dry.
C 12.6 Listen to a short lecture on the pros and cons of hand sanitizers. Choose the best answer to each question.

1. Which one is NOT true about hand sanitizers?
   a. They should contain some alcohol.
   b. They cannot replace regular handwashing.
   c. None of them can kill bacteria.
   d. They are very convenient.

2. Why should people not use hand sanitizers too often?
   a. Because they can harm your health.
   b. Because the alcohol dries out your skin.
   c. Because they have potential side effects.
   d. 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.

<table>
<thead>
<tr>
<th>Talking about real conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>If / When you drink a can of soda, you consume eight teaspoons of sugar.</td>
</tr>
<tr>
<td>You consume eight teaspoons of sugar if / when you drink a can of soda.</td>
</tr>
<tr>
<td>What happens if / when you dry your hands with a warm-air dryer?</td>
</tr>
<tr>
<td>If / When you dry your hands with a warm-air dryer, what happens?</td>
</tr>
<tr>
<td>When I dry my hands, I use a paper towel.</td>
</tr>
<tr>
<td>Whenever I dry my hands, I use a paper towel.</td>
</tr>
<tr>
<td>Every time I dry my hands, I use a paper towel.</td>
</tr>
</tbody>
</table>

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 feel 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.

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.
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 12.6 Watch 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 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 Watch 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 Watch Part 3 of the TED Talk. Answer the questions.
1. How many people has Sidibe’s handwashing program reached?
   a) Around 8 million.  b) Around 100 million.  c) Around 200 million.
2. How many people does Sidibe’s team hope to reach by 2020?
   a) Around 500 million.  b) Around 1 billion.  c) 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
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 Watch the excerpt. How does Sidibe get the audience’s attention?
   a) She tells a story.  b) She gives a quote.  c) She gives a statistic.

B 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.
1. Meaghan Ramsey a) uses a video.
2. Chris Burkard b) gives a statistic.
3. Yves Rossy c) 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.

Most of these deaths are preventable, and that doesn’t just make me sad, it makes me angry.

C Have students preview the task.
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
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.

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.

B Have students work in pairs to try to remember.

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.
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.

1. You should always throw food away after the “best before” date.
   Fact  Myth

2. If you drop food on the floor, it’s safe to eat if you pick it up quickly.
   Fact  Myth

3. A wooden cutting board is more hygienic than a plastic one.
   Fact  Myth

4. You need to wash raw chicken before you cook it.
   Fact  Myth

5. A beef steak is safe to eat if only the outside is brown.
   Fact  Myth

6. A hamburger is safe to eat if only the outside is brown.
   Fact  Myth

7. 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 (圓轉台) in order to help prevent the spread of disease. What other things can people do to improve public hygiene in China?

CHALLENGE  Ask students to work in pairs to paraphrase each piece of information on the list.

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.

<table>
<thead>
<tr>
<th>background</th>
<th>believe</th>
<th>heavy</th>
<th>if</th>
<th>maybe</th>
<th>space</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>picture</td>
<td>safe</td>
<td>second</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 space and it’s a really nice place to live. But it has a problem. Let’s take a look at this photograph. This is a __ picture of Market Street in the morning. You can see that the traffic is really __ heavy. Now, in the __ background of the image you can see a school bus. The road is right outside our local school. If children walk to school in the morning, they have no __ safe place to cross this road.

In my __ opinion, this is really dangerous. I __ believe there are two things the local government needs to do. First, they __ should build a pedestrian crossing near the school, so children can cross safely. Second, they need to do something to reduce the traffic to stop so many cars using this road. 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 Watch the presentation and check your answers.

C 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 [✓]
- gets the audience’s attention [✓]
- uses effective body language [✓]
- introduces his topic [✓]
- uses effective hand gestures [✓]
- involves the audience [✓]
- gives some statistics [✓]
- shows enthusiasm [✓]
- pauses effectively [✓]
- paraphrases key points [✓]
- uses visuals [✓]
- thanks the audience [✓]

6. What action does the speaker ask the audience to take? (write a letter to local government)

B Play the video to check answers.

C Have students preview the task.

B 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)
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
• gets the audience’s attention
• uses effective body language
• introduces his or her topic
• uses effective hand gestures
• involves 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. You paused effectively, and you used great visuals. But you didn’t look at the audience enough.

Asking about spelling: How do you spell that? Is that spelled with a c 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.
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 Sconor 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 25% of their money on clothes!
B: Hmmmm. Well that’s probably true for me. I go shopping for clothes every weekend.
B: So what do you spend your money on then?
A: I spend a lot on books, actually. I love reading.
B: Yeew! How often do you buy books?
A: Hmmmm. 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. Awww, 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 now.
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
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 from normal juggling. You don’t throw the balls in the air—instead the ball always touches, and rolls
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 Brisay, 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]
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 was 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 youngster guy. I want to share it, to do formation flights. And I plan to start from a cliff, like catapaulted 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
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 mountain himself. Although it’s tiring, Sojitra loves the challenge. He always wants 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 skating 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. Shhhhhhhhh. Okay, nothing very interesting. Now, listen to what happens to that same exact sound when I move the panel. Shhhhhhhhhhh. [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.
Shhhhh,
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.
[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 Faya. Faya 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 how 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
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 individually, 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.

RO: 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 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
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 tubu-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 invention. 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 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 Gwachoon, 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 2,700 km 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
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. Those 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.
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.
[...]

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
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: 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?
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-crying.

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.

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 1 ____________ because I like stories about aliens and space. My sister loves 2 ____________ movies because she actually likes to feel scared while watching them. Isn’t she crazy? My mom 3 ____________ both science fiction and horror, so she won’t watch them with us. She’ll only watch romantic comedies. Well, sometimes she’ll watch 4 ____________ 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 5 ____________ the love stories, too.

B GRAMMAR

Complete the conversation. Circle the correct words.

A: What kind of music 1 (does/do) you like?
B: I 2 (love/hate) country.
A: Really? 3 (What’s/Who’s) your favorite singer?
B: Taylor Swift. She’s amazing.
A: I don’t like country 4 (a lot/very much).
B: Well, she sings pop too.
A: Oh. I love 5 (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 1 ____________—but how did it get its name? The U.S. 2 ____________ 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 3 ____________, from Kentucky called the Blue Grass Boys. People started calling the band’s 4 ____________ music “bluegrass.” And now Kentucky is known as the 5 ____________ 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 1 _________. And isn’t that a new shirt?

B: Yep. I went 2 _________ this afternoon.

A: Wow you’re 3 _________ a lot of money.

B: Well, I have a date tonight!

A: Oh! Where are you going?

B: First we’re going to get 4 _________ together. Then we’re going to a 5 _________.

A: That sounds fun, but 6 _________.

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.

<table>
<thead>
<tr>
<th>pay</th>
<th>dancer</th>
<th>travel</th>
<th>do</th>
<th>chef</th>
<th>entertainment</th>
</tr>
</thead>
</table>

A: What do you 1 ____________________?

B: I work at a restaurant. I’m a 2 ____________________. What about you?

Do you like being a 3 ____________________?

A: Yes, but the 4 ____________________ isn’t great.

B: Isn’t it hard work?

A: It’s tiring sometimes, but I get to 5 ____________________ a lot.

B: I think it’s cool that you work in 6 ____________________.

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.

<table>
<thead>
<tr>
<th>exotic</th>
<th>freezing</th>
<th>rough</th>
<th>suffering</th>
</tr>
</thead>
</table>

Chris Burkard really loves his job, even though he says it involves some 1 ____________________. In fact, Burkard says that working in 2 ____________________ temperatures helps him enjoy his job more. When he’s in cold and 3 ____________________ seas taking pictures of surfers, it gives him joy. Having a challenging job is more fun for him than working in 4 ____________________ locations.
Unit 4 Quiz: Talents

A CONVERSATION
Circle the correct words.

A: You’re so good at 1(giving / taking) presentations.
B: Thanks. I always 2(practice / play) a lot beforehand.
A: Do you have any 3(decisions / advice) for me?
B: Well, I usually 4(practice / take) a video of myself when I practice.
A: That’s a really good idea. Hey, you’re 5(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 1________________ did you like better, the beatboxing of Tom Thum or the bluegrass of the Sleepy Man Banjo Boys? Both have unique 2________________, don’t you think? Tom Thum uses his 3________________ to make his music. But the Sleepy Man Banjo Boys don’t sing at all—they only play 4________________. Both groups have found their talents and are 5________________ 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 ________________?
A: They ________________ heavy. Are they?
   B: Not at all. They’re really ________________ and thin.
   A: They’re cool. Were they ________________?
   B: Yeah, a little.
   A: Can I ask how much ________________ 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) 1 __________ that may let us all experience flying! Can you imagine flying in the air like an airplane and reaching a(n) 2 __________ so high that you feel like a bird? Which would be more fun for you, 3 __________ up or diving down? Of course you have to like 4 __________ 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 *1* (confident / worried). Are you okay?
**B:** Not really. My parents are *2* (pressuring / suffering) me to get good grades.
**A:** Really? That’s tough.
**B:** And I’m *3* (making / having) health problems. I always have a headache.
**A:** It sounds like you’re *4* (suffering / saving) from *5* (money / stress).
**B:** You’re probably right. How do you *6* (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 1 ___________ and wear glasses, right?
A: And you both have the 2 ___________ hair. I thought she was you!
B: We look alike, but she’s 3 ___________ talkative than I am.
A: I know! She talked to me for an hour! You’re lucky to have such a 4 ___________ sister.
B: She can be 5 ___________ 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 1 ___________ their appearances too harshly, and Ramsey wants to change this. The project tackles this 2 ___________ by providing lessons and videos that teach the 3 ___________ of 4 ___________. Young people must understand that what is important is the 5 ___________ self, not their appearance.
Unit 8 Quiz: Wild Places

A CONVERSATION
Choose the correct word in the box to complete the conversation.

beach  colder  fun  largest  swim

A: I’m going to New Zealand next month.
B: Really? Is it _______ there than here?
A: No, when it’s winter here, it’s summer there. I love swimming, so I’m going to the _______ first.
B: Sounds _______.
A: Next, I want to visit their _______ lake. It’s called Lake Taupo.
B: Good idea. You can _______ there, too.
A: That’s the plan!

B GRAMMAR
Complete the sentences with the superlative form of the adjectives.

1. Which mountains do you think are _________________ (beautiful)?
2. Is January _________________ (cold) month in Chicago?
3. The Grand Canyon is _________________ (famous) canyon in the U.S.
4. What’s _________________ (long) river in the world?
5. That’s _________________ (high) and _________________ (scary) road in the state!
6. Do you know _________________ valley in the world? (deep)
7. When is _________________ time to visit? (good)

C TED TALK
Read the quotes from Karen Bass’s TED Talk. Then choose the words that mean the same as the words in bold.

1. … to capture animal behavior never seen before.
   a take videos  b catch animals
2. There are so many wonderful places.
   a amazing  b strange
3. But at 15,000 feet, it’s tough. It’s freezing cold, and that thin air really gets you.
   a a good place for photography  b a hard place for the body
Unit 9 Quiz: Achievements

A CONVERSATION

Choose the correct word to complete the conversation.

A: My (dream / achievement) is to start a business.
B: Wow. What kind of business?
A: I want to help people (achieve / pass) their goals.
B: Like what?
A: Like (winning / climbing) mountains.
B: So you want to be a trainer?
A: Exactly.
B: Hey, I want to (run / start) a marathon. Can you help me?
A: Sure, I ran five marathons last (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 linked to Antarctica? • a. He wants to preserve Antarctica.
2. What is Swan’s mission? • b. The polar ice is melting too quickly.
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 1 ___________ housing?
B: I did! My new place is great.
A: What’s the 2 ___________ like?
B: Well, the crime rate is 3 ___________ and the streets are 4 ___________.
A: That’s good.
B: And it’s close to my work by 5 ___________ transportation.
A: It sounds perfect.
B: Well, almost. The only issues are that there are a lot of 6 ___________ buildings and there isn’t much 7 ___________ space.
A: Oh. That’s a little worrying.

B GRAMMAR

Match the parts to complete the sentences.

1. I’m getting hungry. We should
   • a move to a bigger one.
   • b get a car.
2. My apartment is too small. I should
   • c park the car?
3. It’s getting late. I should
   • d go to bed.
4. This traffic is terrible. Where should we
   • e make some dinner.
5. Public transportation is terrible here. You should

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 1 ___________ the South Side of Chicago? His renovations of 2 ___________ buildings have completely transformed his neighborhood. It’s amazing how he’s 3 ___________ the problem of urban blight. His whole community has been transformed as a result.
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 ________________?
B: Yeah. I took it on vacation in Spain last year.
A: The color is amazing. The ocean looks ________________.
B: Thanks. I waited a long time for the perfect ________________.
A: How many ________________ 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 ________________ 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 ________________ looking images that are actually ________________:

• ________________ photos that have the same perspective and same light. For example, make sure that any ________________ in the different photos come from the same direction.
• ________________ 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 \( ^1 \)\( \text{skipped/finished} \) breakfast again today.
B: You did? That's not \( ^2 \)\( \text{too/very} \) good for you.
A: I know. I slept too late. I'm always \( ^4 \)\( \text{tired/ready} \).
B: You should \( ^4 \)\( \text{do/get} \) at least eight hours every night.
A: I do \( ^5 \)\( \text{wake up/sleep} \) eight hours, but I always want to sleep more!
B: You should \( ^6 \)\( \text{take/eat} \) vitamins. That might help.
A: Do you ever \( ^7 \)\( \text{play/do} \) 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 \( ^1 \)\( \text{-} \)\( \text{______________} \) rates could be reduced drastically if more kids washed their hands with soap. But in many places, the \( ^2 \)\( \text{-} \)\( \text{______________} \) 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 \( ^3 \)\( \text{-} \)\( \text{______________} \), 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

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