


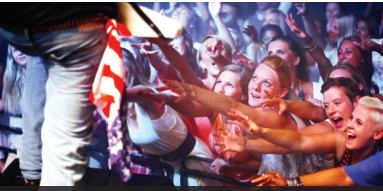




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Scope and Sequence

		LESSON A		LESSON B	
UNIT		VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
1	 Protectors	Types of animals	Moving people to action <i>Joel Sartore, photographer</i>	Function Describing events in the present Grammar Simple present and present continuous	Protecting species
2	 Family Connections	Extended family	My family history <i>Ken Lejtenyi, sales director</i>	Function Talking about future plans Grammar Future forms	Talking about your family
3	 Global Stories	Genres of fiction	Interview with an author <i>Madeleine Thien, author</i>	Function Adding details Grammar Relative clauses	Talking about a famous book
PRESENTATION 1 Talking about an endangered species					
4	 Music	Music	A traditional singer <i>Iarla Ó Lionáird, singer</i>	Function Talking about quantity Grammar Countable and uncountable nouns	Discussing musical preferences
5	 Good Design	Design elements	A designer's advice <i>Sarah Lafferty, designer</i>	Function Talking about place and position Grammar Prepositions of place	Designing a coat of arms
6	 Inspiration	Sources of inspiration	My inspiration <i>Franklin Chang Díaz, former NASA astronaut</i>	Function Reporting what someone said Grammar Reported speech	Getting advice
PRESENTATION 2 Describing a favorite teacher					









LESSON D

	TED TALKS	PRESENTATION SKILLS	COMMUNICATING	CRITICAL THINKING
	WHY I LOVE VULTURES <i>Munir Virani</i>	Signposting with questions	A group decision	Endangered species protection
	THE WORLD'S LARGEST FAMILY REUNION <i>A. J. Jacobs</i>	Personalizing a presentation	Family tree	Family connections
	MY YEAR READING A BOOK FROM EVERY COUNTRY <i>Ann Morgan</i>	Closing a presentation	A book recommendation	Inspiration of books

WHY I TAKE THE PIANO ON THE ROAD ... AND IN THE AIR <i>Daria van den Bercken</i>	Providing background information	Desert island discs	The role of music in our lives
THE WORST-DESIGNED THING YOU'VE NEVER NOTICED <i>Roman Mars</i>	Numbering key points	A new city flag	Meaningful designs
HOW A BOY BECAME AN ARTIST <i>Jarrett Krosoczka</i>	Using your voice effectively	A lively dinner party	An inspiring person

Scope and Sequence

		LESSON A		LESSON B	
UNIT		VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
7	 Ethical Choices	Ethical food choices	Sustainable chef <i>Barton Seaver, chef</i>	Function Making predictions Grammar <i>Will</i> for predictions	Predicting future habits
8	 Better Cities	Features of a city	Living abroad <i>Claire Street, expatriate</i>	Function Using phrasal verbs Grammar Phrasal verbs	Talking about best places
9	 Giving	Helping others	My fundraising adventure <i>Neil Glover, fundraiser</i>	Function Making offers and describing real conditions Grammar <i>Will</i> for offers and conditions	Planning an event
PRESENTATION 3 Describing a great city					
10	 Mind and Machine	Brain functions	The power of visualization <i>Brian Scholl, psychology professor</i>	Function Using adverbial phrases Grammar Adverbial phrases	Solving a logic puzzle
11	 Nature	Nature	My experiences in nature <i>Tony Gainsford, nature lover</i>	Function Talking about past experiences Grammar Present perfect	Discussing your experiences in nature
12	 Discovery	Discoveries	An amazing find <i>Fredrik Hiebert, archeologist</i>	Function Talking about discoveries Grammar Passive	Talking about discoveries
PRESENTATION 4 Talking about an amazing discovery					



LESSON D

A charity I support

The significance of discovery



Course Overview

What is TED?

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

Why use TED Talks in English Language Teaching?

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

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

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


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

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



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.

Vocabulary sections teach key words and phrases needed to talk about the main idea presented in the unit.



Vancouver, Canada

8A What makes a great city?

VOCABULARY Features of a city

A Fill in the blanks with the words you hear.

Singapore's large and diverse population makes this a very multicultural city. Most people work downtown. It's fairly quiet during the day but lively at night. Because the climate is so hot, most people spend a lot of time shopping in indoor malls. There are also art galleries, restaurants, and food markets where you can eat cheaply. You can also meet up with friends at the riverfront to take and watch the boats go by.

B Complete the chart below using the words in the box.

Areas of a city	Things to enjoy	Words to describe a city
galleries multicultural	industrial park museums	lively suburbs
residential area riverfront industrial park suburbs	theaters markets galleries museums	bustling modern lively multicultural

C Work with a partner. What are the best things about your town or city? Why? *Answers will vary*

I really like the riverfront area. It's a great place to hang out.

I agree. I like the cafes and restaurants there.

LISTENING Living abroad


1 Listening for time expressions

Identifying time expressions can help you understand if a speaker is talking about the past, present, or future.

Past: in 2002, five years ago, last year, last August

Present: these days, nowadays, now, right now, at the moment

Future: next year, in two years, in 2025, someday



Expat Claire Street

A Claire Street is talking about three different countries she has lived in. Watch and write the names of the countries.

- She grew up in a town called Whitworth in England.
- She moved to Singapore where she was 21.
- Now she lives in Australia.

B Watch again. How does Street describe the three different places she's lived in? Which place do you think is her favorite?

Whitworth: a small town, very quiet; Singapore: bustling, modern, multicultural; Sydney: wonderful, the best of both worlds

C CRITICAL THINKING Analyzing: Would you like to live in any of the places Street talks about? Why or why not? Discuss with a partner.

Answers will vary

SPEAKING Talking about where you live

A Fill in the blanks with the words you hear. Then listen again and pay attention to the intonation.

A: How do you like living in Brisbane so far?

B: I only live there's such a busy place! You grow up here. multicultural / lively didn't you?

A: Actually, I was born in a small town near here called Toowoomba, but I moved here about seven years ago.

B: What's your favorite part of the city?

A: Well, I really like the South Bank Parklands.

I know a few nice restaurants there. cafes / shops

B: Yeah?

A: Yeah! It's a great place to hang out with friends. meet up / spend time

B: Cool! I should check it out sometime.

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

C Work with a partner. What city would you like to live in someday? Why? *Answers will vary*

I'd love to live in Madrid someday. I'd like to learn Spanish.

But why Madrid and not another Spanish city?

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

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

8B Happy cities

LANGUAGE FOCUS Talking about cities

A Read the information. Which of these cities would you like to live in? *Answers will vary*

THE BEST CITIES IN THE WORLD

These four cities rank among the top ten happiest in the world. What makes each city's residents so happy?

MONTERREY, MEXICO	AARHUS, DENMARK	DUBAI, UNITED ARAB EMIRATES	AUCKLAND, NEW ZEALAND
• a high standard of living • a healthy life style • an excellent transportation system	• openness to nature • variety of restaurants • sense of community	• a high standard of living • an excellent transportation system • well-class shopping	• excellent restaurants • a healthy life style • a multicultural population


B Listen to two people talk about one of the places above. Complete the sentences.

- The man grew up in Aarhus (Monterrey).
- He liked hanging out with his friends at the beach (riverfront).
- He used to get around by boat (car).

C Listen to a report about San Sebastián, Spain. Fill in the blanks with the words you hear.

San Sebastián, Spain, must be one of the most beautiful cities in the world. It's a beautiful place to live, but it's also a great place for tourists to visit. Kick back at one of its four main beaches, eat out at one of its many restaurants, or head for the amusement park to get the best view of the city. Whatever you end up doing, you will have a memorable time.

There are always cultural events going on in the city. Check out a musical, take in some live theater, or spend some time at one of its many restaurants. In fact, the city was named a European Capital of Culture in 2016.



San Sebastián, Spain

SPEAKING Talking about best places

A Read and study the language in the chart. Pay attention to the use of phrasal verbs.

Using phrasal verbs	
Not separable I grew up in this neighborhood. The bus is the best way to get around. What do you look for in a city?	The mall is a good place to hang out with friends. I meet up with my friends every weekend. I'm looking forward to visiting Dubai.
Separable They need to clean up their city. They need to clean their city up. Let's check out some new plays. Let's check some new plays out.	They need to clean up their city. They need to clean it up. Let's check them out. Let's check them out.

For more information on phrasal verbs, see Grammar Summary B on page 126.

B Work with a partner. Discuss the questions and note your answers. Try to use phrasal verbs in your discussion. *Answers will vary*

Where's the best place in your city to ... ?

eat out on a budget get around by bicycle

spend a rainy afternoon chill out and do nothing

C Join another pair and compare your ideas.

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

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

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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.

8C

It's our city.
Let's fix it.

TED TALKS

In spite of their problems, Alessandra Orofino calls cities "the greatest **inventions** of our time." She works with an organization that empowers Rio de Janeiro citizens to start **campaigns** to initiate change in their city. Her idea worth spreading is that we can use technology to harness "people power" and fix big problems in the world's cities.

PREVIEWING

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

1 something that has been newly created: invention

2 even with in spite of

3 activities designed to show a result: campaigns

VIEWING

A

▶ 8C.1

Watch Part 1 of the TED Talk. Match the information to complete the statistics Orofino gives.

1 The percentage of the world's population that lives in cities.

2 The percentage of global energy consumption that occurs in cities.

3 The percentage of global gas emissions that come from cities.

4 The percentage of Meu Rio members who are aged 20-29.

80%

75%

54%

40%

B

▶ 8C.2

Watch Part 2 of the TED Talk. Orofino describes three members of her organization. Complete the notes.

Rio	Jorita	Leandro
<ul style="list-style-type: none">• 11-year-old girl• government wanted to demolish her apartment to build a parking lot• used Meu Rio to start a campaign• the government changed their minds	<ul style="list-style-type: none">• her daughter went missing about 10 years ago• found out Rio had no system to find missing persons• used Meu Rio to start a campaign to create a system• secretary of security received 16,000 emails• a police unit was set up	<ul style="list-style-type: none">• lives in a slum• created a community project• received an order from the government saying he had to leave the area in 2 weeks• used Meu Rio to start a campaign• the government changed their minds

TED TALKS

C

▶ 8C.3

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

1 Orofino says the stories make her happy because

a the lives of the people have changed

b she knew the people personally

2 Next, Orofino wants to

a share what she has learned

b develop the Meu Rio technology even further

D CRITICAL THINKING

▶ 8C.4

Answers will vary

Could the "people power" solutions that Orofino discusses work in your city? If not, why?

VOCABULARY IN CONTEXT

▶ 8C.5

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

1 a

2 b

3 a

4 a

PRESENTATION SKILLS Using anecdotes

A

▶ 8C.6

Watch part of Orofino's talk. Notice how effective her anecdote is.

1 Ana Morgan

2 Daria van den Bergh

3 Jarrett Knowles

a a time when someone famous visited their school

b a time when they discovered something on the Internet

c a time when they learned something about themselves

C

▶ 8C.7

These TED speakers used anecdotes to make a point. Do you remember what they were? Match each speaker to the correct anecdote. Watch the excerpts to check your answers.

1 Ana Morgan

2 Daria van den Bergh

3 Jarrett Knowles

a a time when someone famous visited their school

b a time when they discovered something on the Internet

c a time when they learned something about themselves

C

▶ 8C.8

Work in a group. Imagine you are going to give a presentation. Choose one of these topics. Prepare and tell a short anecdote.

inspiration

kindness

friendship

honesty

change

I once ordered a coffee, but when I went to pay, I realized I didn't have my purse. The woman behind me in line offered to buy the coffee for me. It was so kind!

Rio de Janeiro's downtown skyline

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.

8D

Creative solutions

COMMUNICATING Let's fix this!

A

▶ 8D.1

Your city has a problem with lost pets. When a pet gets lost, there is no way to track or find it. The local government wants someone to design a smartphone app to help. Work in a group. Brainstorm ways an app could help solve the problem.

An app could help you track your pet's location.

Good idea! How would that work?

B

▶ 8D.2

Choose the best ideas and work together to design your app. Complete the notes below.

Name of app:

What can it do?

How does it work?

GIVING EXAMPLES

For instance, ... such as ...

Most notably ... Take ... for example ... Another case in point is ...

A case in point is ...

C

▶ 8D.3

Work with another group. Compare your ideas. Which app do you think would be best at solving the problem?

CRITICAL THINKING A change for the better

▶ 8D.4

Discuss the following questions and statements in groups.

1 Where is a good place around your university to hang out? What makes it good? Answers will vary

2 Imagine you are allowed to make one change — big or small — to your city. What change would you make? Why? Answers will vary

3 Some people think that government should spend more money on improving city roads and highways. Others think that government should spend more money on improving public transportation (e.g., buses, trains, and subways). What is your opinion? Answers will vary

A dog is fitted with an electronic tracking device.

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

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

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

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

YOUR TURN *Answers will vary*

A You are going to plan and give a short presentation to a partner about a city you've visited, or you'd like to visit. Use some or all of the questions below to make some notes.

What's the name of the city?

Where is it exactly?

What's special about it?

What did you do there?/What would you like to do there?

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

Useful phrases

Places in a city: galleries, markets, museums, riverfront, suburbs, theaters

Adjectives to describe a city: bustling, lively, modern, multicultural

Phrasal verbs: eat out, check out, hang out, get around

Future hopes: I'd love to... / Hopefully, I'll...

C Work with a partner. Take turns giving your presentation using your notes. Use some of presentation skills from Units 1–9. As you listen, check [✓] each skill your partner uses.

The speaker ...

<input type="checkbox"/> uses questions to signpost	<input type="checkbox"/> uses their voice effectively
<input type="checkbox"/> personalizes the presentation	<input type="checkbox"/> uses an effective slide
<input type="checkbox"/> closes the presentation effectively	<input type="checkbox"/> tells an anecdote
<input type="checkbox"/> provides background information	<input type="checkbox"/> uses supporting evidence
<input type="checkbox"/> numbers key points	

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

That was really good. I liked the anecdote you told and the slides you used were good. Next time, you could try using more evidence to support what you say.

Presentation 3 Describing a great city

MODEL PRESENTATION

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

ate out	check out	definitely	grew up	in
lively	locally	museums	suburbs	to

Today, I'm going to tell you about a great city that I visited last year—Toronto. Toronto is the most populous city in Canada. According to the 2011 census, Toronto had a population of around three million people and it's the fourth largest city in North America. It's a really lively and cosmopolitan place. I stayed for a week with my friend Josh, who grew up in Toronto. He lives in the suburbs, but I visited the downtown area almost every day. There are so many things to do and places to see. I visited a lot of galleries, and art galleries, and in the evenings I ate out at some great restaurants. Toronto is also well known for its music scene—I managed to check out some really cool bands while I was there. My favorite place though was St. Lawrence Market. According to *National Geographic*, it is the world's best food market, and I could see why. You can spend hours there looking at and trying some of the locally produced food. In the future, I'm hoping to visit again. When I finish university, I'd love to be able to find a job there and make Toronto my home. It definitely won't be easy, but who knows?

Thank you so much.

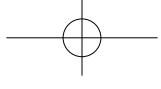
B Watch the presentation and check your answers.

C Review the list of presentation skills from Units 1–9 below. Which does the speaker use? Check [✓] each skill used as you watch again.

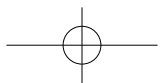
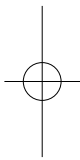
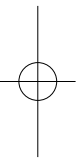
The speaker ...

<input type="checkbox"/> uses questions to signpost	<input type="checkbox"/> personalizes the presentation
<input type="checkbox"/> closes the presentation effectively	<input type="checkbox"/> provides background information
<input type="checkbox"/> numbers key points	<input type="checkbox"/> uses their voice effectively
<input type="checkbox"/> uses an effective slide	<input type="checkbox"/> tells an anecdote
<input type="checkbox"/> uses supporting evidence	

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



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1 Protectors



Munir Virani
Biologist, TED speaker

“When you see a vulture ..., the first thing that comes to your mind is: these are disgusting, ugly, greedy creatures.”

UNIT GOALS

In this unit, you will ...

- learn about endangered and threatened animals.
- watch a TED Talk about the importance of saving vultures.
- talk about how to protect the endangered animals.

WARM UP



▶ 1.1 Watch part of Munir Virani's TED Talk. Answer the questions with a partner.

- 1 Why do you think vultures are threatened? **Answers will vary**
- 2 What's your impression of vultures? Do you agree with Virani? **Answers will vary**

1

UNIT GOALS

The unit focuses on protecting endangered species. Students will talk, listen to, and watch a video about different species facing extinction and the organizations trying to help them. By the end of the unit, students will describe events in the present tense while talking about saving threatened wildlife.

TED Speaker

Munir Virani is a raptor biologist and wildlife photographer from Kenya.

TED Talk Summary

Virani implores his audience at Ted, Nairobi to change their attitudes and those of the people around them toward vultures. These birds, of which many have misinformed and negative impressions, are facing extinction. Without them, diseases will spread and the environment will suffer.

Idea Worth Spreading

Vultures must be protected as they play a critical role in the environment and human health.

1

Protectors

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit or review the meaning of any unfamiliar terms.

Language Note

The adjective *disgusting* describes something that creates a very strong negative and often physical reaction. An example is rotten food.

The noun *flesh* refers to the soft part of the body between the skin and bones.

The noun *sympathy* refers to feeling sorry or sad about someone else's unfortunate situation.

▶ 1.1 Play the preview clip of the TED Talk.

For question 1, note that students will be making guesses. Later in the unit, they will learn that vultures are threatened mostly due to secondary poisoning.

For question 2, explain that students' opinions will vary. Note that most people have a negative impression of the birds because they feed off dead animals. Ask pairs to think about why Virani compares vultures to politicians. Explain that the word *vulture* is also used in English to refer to an unlikable individual who exploits weaker people, which is why Virani compares them to politicians.

Content Note

Virani's TED Talk was given in his home country of Kenya. Vultures live in the wild in Kenya, and he directs his speech to fellow Kenyans. His joke about politicians refers to issues of corruption in Kenyan politics.

1A

Animals under threat

LESSON OVERVIEW

Aims: Learn words for types of animals; listen to someone talk about working with endangered wildlife; practice talking about endangered animals.

Target Vocabulary: amphibian, bird, fish, insect, mammal, reptile

VOCABULARY

A Have students work individually to complete the chart.

▶ 1.2 Play the audio. Have students fill in the blanks and check answers in pairs.

Write the chart on the board with only the categories: *Amphibians, Reptiles, Insects, Birds, Fish, Mammals*. Note that the plural of *fish* can be *fish* or *fishes*—it is usually *fish*, but often in scientific discussions it is *fishes*.

Language Note

Some additional animals in each category:
Reptiles: *alligators, lizards, geckos, chameleons*
Mammals: *dolphins, elephants, apes, koalas, dogs, mice* (Humans are mammals.)
Fish: *swordfish, goldfish, clownfish, carp (koi)*
Birds: *vultures, hawks, pelicans, sparrows, parrots*
Insects: *grasshoppers, ladybugs, cicadas, beetles* (Note that spiders are a part of another family: Arachnid.)
Amphibians: *newts* (There are a large variety of species of frogs and toads.)

- B** Have students work in pairs. Then go around the class eliciting examples of each category from each pair.
- C** Read the task aloud. Model the example with a volunteer. Elicit the meaning of *endangered*. Point out



A critically endangered Indochinese box turtle photographed by Joel Sartore as part of his Photo Ark project

1A Animals under threat

VOCABULARY Types of animals



A ▶ 1.2 Fill in the blanks with the words you hear. Then complete the table with the words in **bold**.
Joel Sartore’s Photo Ark project started with ¹ endangered **amphibians**. Sartore wanted to do something to show these species to the world before they were gone forever. Soon, Sartore heard about other species in trouble—**mammals, reptiles, birds, fish, insects**. Now, he ² photographs anything that will stay still long enough for him to take a photo.

Amphibians	Reptiles	Insects	Birds	Fish	Mammals
frogs toads	turtles crocodiles	butterflies ants	owls flamingos	sharks tuna	tigers pandas

- B** Work with a partner. Add one more animal to each of the categories in the table.
- C** Do you know about any endangered animals in China? Discuss with a partner.

Answers will vary

I think most species of tigers are endangered.

Yeah, I think you’re right.

that students may be guessing their answers, but that’s okay. Tell pairs to name as many endangered animals in China as they know of. After their discussion, have them go online to check the animal’s actual conservation status.

Language Note

Some endangered animals in China:
Reptiles: Chinese alligator (扬子鳄)
Mammals: panda, golden monkey (金丝猴), chiru (藏羚羊), white flag dolphin (白鳍豚), South China tiger (华南虎)

Birds: brown eared pheasant (褐马鸡), Crested ibis (朱鹮)

Fish: Chinese sturgeon (中华鲟)

➡ EXTENSION ACTIVITY Have students work in pairs to go online to Joel Sartore’s website and browse through the animal pictures in his Photo Ark project. Which animals do they see? Tell them to add each to its correct category in the chart.

LISTENING Moving people to action

Listening for gist

When you listen to something for the first time, just focus on the speaker's overall message. Listen again for more details.



A ▶ 1.3 Watch photographer Joel Sartore talking about the Photo Ark. What does he mean when he talks about “moving people to action?” He’s referring to the way his photos can motivate people to help save the animals.

B ▶ 1.3 Watch again. Complete the sentences with the words you hear.

- 1 “My goal is to get people to wake up and say ‘Whoa! That’s amazing!’”
2 “I shoot 30,000 pictures a year, minimum.”
3 “Maybe 3 or 4 are keepers.”



Photographer Joel Sartore

C CRITICAL THINKING

Evaluating Do you agree that photographs can “move people to action?” Discuss with a partner.

SPEAKING Talking about endangered animals



A ▶ 1.4 Fill in the blanks with the words you hear. Then listen again and pay attention to the elision.

A: Hey! Check out these elephants.

B: Cool! Are they ¹ African elephants?

A: No, they’re Sumatran elephants. Oh, how ² awful.

It says here that they are facing extinction. are endangered / could become extinct

B: That’s ³ terrible. Does it say why?

A: Um ... it’s mostly because people are cutting down the rain forest. But another reason is that people illegally hunt and kill them. illegal hunting / poaching

B: How many are there in the ⁴ wild? remain / still live

A: Let’s see ... between 2,400 and 2,800.

B: They’re such beautiful animals. I really hope people can find a way to save them. help / protect

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

C Work with a partner to make notes about an endangered animal. Join another pair and share your information. Answers will vary

Animal	Where do they live?	Why are they endangered?

Mountain gorillas live in Africa.

Yeah, and they’re endangered because they’re losing their habitat.

3

SPEAKING

A Ask students to fill in the blanks as they listen to the audio.



1.4 Play the audio. Have students check answers in pairs. Elicit the threats to the elephants that the speakers talk about. (cutting down rain forests, hunting and killing)

Point out the expression: *That’s terrible*. Explain that this is a useful phrase for reacting to bad news.

B Model the conversation aloud with a volunteer. Then have students work in pairs to practice. Make sure they alternate between A and B roles.

C Give pairs time to write the information in the chart. Ask them to use an endangered animal that they are already familiar with. Then have pairs work with other pairs to share information. Model the example with a volunteer.

+ SUPPORT Elicit some additional reactions similar to *That’s terrible*. Suggestions include *That’s awful*; *That’s so sad*; *That’s so upsetting*; and *I didn’t know about that*.



EXTENSION ACTIVITY Have students go online to find out more detailed information about an endangered animal species. Have them work with a partner to make a poster about the animal. Ask them to give mini-presentations to the class about the animal, and why it’s endangered. Make sure no students choose Bengal tigers or kiwis as they will learn more about these in **Lesson B**.

LISTENING

Read **Listening for gist** aloud as students read along. Explain that gist is the general idea of a speech, conversation, or text. Explain that understanding gist can help students make predictions about the details using background knowledge. Note that this is a useful skill in language learning, especially when applied to listening and reading skills.

A Give students time to preview the task.



1.3 Play the video. Have students do the exercise individually. Check answers as a class.

B Give students time to preview the task.



1.3 Play the video. Have students do the exercise individually. Check answers as a class.

C CRITICAL THINKING Read the question aloud. Ask students to think about a time that they were moved by a photo. Were they moved to actually take action to help a situation? Tell them to give specifics. If students disagree with the statement, tell them to share what typically moves them to action instead.

1B

How we're helping

LESSON OVERVIEW

Aims: Understand an infographic about labels for threatened species; use simple present and present continuous tenses to describe events; ask and answer questions about two animal species.

Infographic Summary: Students are introduced to the scale and labels used for talking about endangerment levels of wildlife.

LANGUAGE FOCUS

- A** Give students time to look over the infographic. Note that there is one more category not shown in the Infographic: Extinct in the wild. (This comes just before Extinct.) Elicit ideas about why reindeer populations are healthy. Note that students will be guessing.
- B** Have students preview the task. Read the name of each fish aloud so students can hear the pronunciation.
- ▶ 1.5** Play the audio. Have students do the exercise individually. Check answers as a class.
- Elicit answers to more detailed questions about the audio. For example, ask, *Why is the big-eye tuna threatened?* (overfishing) If necessary, elicit or explain the meaning of *overfishing*.
- C** Have students work individually to fill in the blanks with the words they hear.
- ▶ 1.6** Play the audio to check answers. Elicit or explain the meaning of *poachers*, and explain that this is another reason why some animals are endangered.

1B

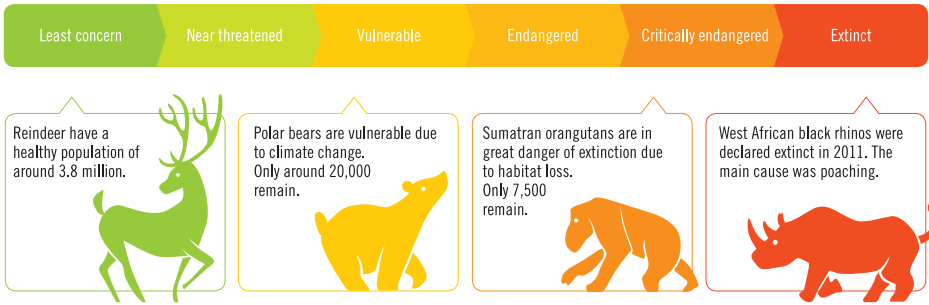
How we're helping

LANGUAGE FOCUS **Discussing conservation status**

A Read the information. Why do you think reindeer populations are healthy? **Answers will vary**

RISKS OF EXTINCTION

Many animals are facing threats to their survival. The International Union for Conservation of Nature uses a scale to track the conservation status of our world's animal species.



B ▶ 1.5 Listen to an expert talk about three species of fish. Write the conservation status of each one.

- 1 barracuda: least concern
- 2 big-eye tuna: vulnerable
- 3 silver trout: extinct



C ▶ 1.6 Listen to a report about how rhinos are helped by the Rhino Rescue Project. Fill in the blanks with the words you hear. Every year, poachers kill over 1,000 rhinos in southern Africa. They hunt them for their horns because some people believe the horns have special ¹ medicinal value. The Rhino ² Rescue Project is doing something about it. They are able to make the horn lose its value.

But how?

They ³ inject a poison into the horns of living animals. The poison doesn't hurt the rhino, but it makes the horn useless as medicine. ⁴ Consumers don't want horns that can make them feel sick. These actions are working. Rhino numbers are rising slowly.



4

Content Note

There is one more status on the IUCN scale that comes right before *Extinct*: *Extinct in the Wild*. This status refers to species that are being bred in captivity (e.g., at zoos) but can no longer be found living in the wild.

SPEAKING Protecting species

A Read and study the language in the chart. Pay attention to the use of **simple present** and **present continuous**.

Describing events in the present	
Every year, the Arctic freezes and melts . Polar bears live in the Arctic. Polar bears hunt seals. Does a vulnerable species have any living individuals? Does an extinct species have any living individuals?	 Yes, it does . No, it doesn't .
Our planet's temperature is rising . Polar bears are now losing their hunting grounds. These days, polar bear numbers are declining . Is the world's climate changing ? Is the Earth's temperature falling ? Why are polar bear numbers decreasing ?	 Yes, it is . No, it isn't . Because it's harder for them to hunt seals.

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

B Work with a partner. What do you know about these two animal species? Try to use **simple present** and **present continuous** in your discussion. **Answers will vary**

Bengal tigers	kiwis
---------------	-------

C Work with a partner. **Student A:** turn to page 105. **Student B:** turn to page 106. Do a brief interview with your partner by asking questions related to Bengal tigers and kiwis, and take notes on your partner's answers.

Suggested interview questions	My partner's answers
What are you reading about?	1 _____
What is their population?	2 _____
Where do they live?	3 _____
Are they endangered species?	4 _____
Why are they endangered?	5 _____
How are people helping them?	6 _____ _____ _____

B Have students preview the task. Ask them to brainstorm any information they know or think they know about each animal, such as what region they live in, if they are dangerous and what their diet is. Note that students will learn more specific and accurate information in **C**, so it is OK if they are guessing in **B**. Give them a few minutes to share what they know.

C Have students work in pairs. Assign each partner A or B. Give students time to turn to the relevant page and read the information. Explain that students will need to ask their partner questions to complete the missing information. If necessary, remind students how to form questions with simple present and present continuous tenses.

➡ **EXTENSION ACTIVITY** Have pairs write what else they want to know about either the kiwi or the Bengal tiger. Ask them to go online to find those answers for one animal. Have them share what they learned with another pair who researched a different animal.

SPEAKING

A Have students read over the language chart. Tell them to pay attention to two forms of the present tense.

Review the difference between the simple and *-ing* forms of the present tense. Direct students to page 124 of the Student's Book for additional information.

Grammar Note

The language chart introduces the simple present and present continuous tenses.

The simple present tense is used to talk about states (*Polar bears live in the Arctic*) or repeated actions (*Polar bears hunt seals*). The present continuous tense uses *be + -ing* to explain that an event is in progress at the time of speaking. It is often used to describe changing situations (*Our planet's temperature is rising*).

1C

Why I love vultures

LESSON OVERVIEW

Aims: Watch and understand a short talk; observe signposting with questions.

Target Vocabulary: creature, ecological, greedy, vital

TED Talk Summary: Munir Virani talks about how and why vultures have such a bad image and how this has hurt their preservation. In fact, vultures play an important role in our survival as they prevent the spread of disease and keep the environment clean. He asks his audience to spread the word to help save this bird species.

PREVIEWING

Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class. Elicit sample sentences for each vocabulary word. Note that *ecology* has to do with living things and the environment they live in.

VIEWING

A Have students read the chart. Encourage them to predict what they will hear in order to listen selectively for the information they need.

▶ 1.7 Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class. Explain that New World (the Americas) and Old World (Europe, Africa, Asia) are categories used currently to identify a species' origins that refer to outdated geographic labels used after the exploration of the Americas in the 1500s. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *bad press*, *putridity*, *bacteria*, *anthrax*, *decompose*, and *ramifications*.

1C

Why I love vultures

TED TALKS

Biologist MUNIR VIRANI does not want people to think of vultures as **greedy** or ugly **creatures**. Instead, he wants people to understand the **ecological** services they provide. His idea worth spreading is that vultures are **vital** to the environment and to human health, and deserve to be protected.



PREVIEWING

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

- 1 extremely important: vital 3 environmental: ecological
2 animals of any type: creatures 4 wanting more than needed: greedy

VIEWING



A ▶ 1.7 Watch Part 1 of the TED Talk. Complete the notes.

Generally viewed negatively by society	Two types	Importance of vultures
<ul style="list-style-type: none">Darwin described Turkey vultures as "disgusting birds."Disney has often portrayed vultures as ¹ <u>goofy, dumb, stupid</u>	<ul style="list-style-type: none">New World vultures: mainly found in ² <u>the Americans</u>Old World vultures: ³ <u>11</u> out of 16 species are at high risk of extinction.	<ul style="list-style-type: none">clean up animal carcasses and help control the spread of ⁴ <u>diseases</u>



B ▶ 1.8 Watch Part 2 of the TED Talk. Circle the correct option to complete each sentence.

- 1 People are doing research to find out where vultures go / what vultures eat.
2 Virani says that saving vultures is a(n) (local) international problem.
3 Virani says we can all help by (visiting zoos to learn) educating people about vultures.
4 Darwin changed his mind about vultures when he watched them (fly) clean up a carcass.

C CRITICAL THINKING

Reflecting Has your opinion of vultures changed after watching Virani's TED Talk? Discuss with a partner. *Answers will vary*

6

B Have students preview the task.

▶ 1.8 Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class. Play the check-your-answers part of the video if necessary. Note that Virani says it's a global problem, but he very clearly encourages local communities to make a difference by spreading the word and educating those around us. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *transmitters*, *make noise*, and *spread the word*.

C CRITICAL THINKING Read the question aloud. Have students work in pairs to discuss their thoughts and opinions. Point out that they should include how their opinions have changed throughout the unit since the **Warm Up** video, not just after seeing the complete TED Talk. Ask volunteers to share their opinions and reasons for them with the class.

VOCABULARY IN CONTEXT



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

PRESENTATION SKILLS Signposting with questions

One useful way to organize a presentation is to begin each major part by asking the audience a question. This helps the audience know exactly what you are going to talk about.



A ▶ 1.10 Watch the excerpt. Complete the question Virani asked near the start of his presentation.
“First of all, why do they have such a bad press?”



B ▶ 1.11 Match the questions Virani asks with the responses he gives. Watch and check your answers.

- | | |
|---|---|
| 1 So why are vultures important? | ○ You can become active, make noise. |
| 2 So what is the problem with vultures? | ○ First of all, they provide vital ecological services. |
| 3 So what's being done? | ○ Well, we're conducting research on these birds. |
| 4 How can you help? | ○ We have eight species of vultures that occur in Kenya of which six are highly threatened with extinction. |

C Imagine you are going to give a presentation on pandas. Write three key points about them. Then exchange notes with a partner. Write a signposting question for each key point. *Answers will vary*

Key points

- 1 _____
2 _____
3 _____

Questions

- _____?
_____?
_____?

A palm-nut vulture in flight,
Bioko Island, Equatorial Guinea

Language Note

Part 1

When someone has *bad press*, it means that they have a negative public image.

Darwin uses the phrase *revel in putridity* to describe how the vulture enjoys eating dead flesh. Something that is *putrid* is rotten.

Bacteria is a plural noun for microorganisms. There are many kinds of bacteria, both healthy and dangerous. Some types of bacteria cause diseases like *anthrax*.

The verb *decompose* describes when something dead begins to rot.

A *ramification* is a negative and significant result or consequence.

Part 2

A *transmitter* is a tracking device.

Virani uses the term *make noise* to ask his audience to *spread the word* about the importance of vultures and their threatened status, and to encourage them to join the cause to save these important birds.

VOCABULARY IN CONTEXT

▶ 1.9 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

Read the information aloud about **Signposting with questions** as students read along. Explain that a *signpost* is a clear statement or question to an audience in which the speaker says what is going to be discussed next. Note that while the **Presentation Skill** focuses on questions as signposts, Virani also uses a statement as a signpost to open his talk (*I would like to talk to you about a very special group of animals*).

A Have students preview the task.

▶ 1.10 Play the video. Have students do the exercise individually. Check answers as a class.

B Have students work individually.

▶ 1.11 Play the video to check answers.

C Have students work individually to write their notes. Ask students to use whatever background knowledge they have about pandas to decide the key points. Explain that the presentation does not have to be about conservation efforts for pandas; the key points can simply be things students want to say about pandas.

Have students exchange notes. Give partners enough time to write signposting questions for their partner. Then have them read their questions to each other. Ask students to give their partners feedback about the questions.

➕ **EXTENSION ACTIVITY** Have students go online and learn a little more about pandas. Then have them use the signposting questions that their partners wrote for **Activity C** to give a short presentation to their partners.

1D

Which to save?

LESSON OVERVIEW

Aims: Give a presentation about an endangered species; practice presenting an argument.

COMMUNICATING

- A** Have students work in pairs. Tell them to guess the species' names based on what they know about these types of animals. Point out that they are making guesses, so it's okay to be incorrect.
- B** Divide the class into groups of four. Explain that they are all members of an organization working to save animals, and they must decide which animal to spend their budget money on. Ask each member to choose a different animal, or if necessary, assign an animal to each group member. Ask students to study the information for their animal, make notes, and decide which information to include in their presentations.
- C** Read the phrases for **Presenting arguments** aloud. Explain that students can use any of these phrases during their presentations to try to persuade their group members. Remind students that they want to show the group members why their animal is the most in need of help. Encourage students to use only their notes and not to read directly from the textbook.

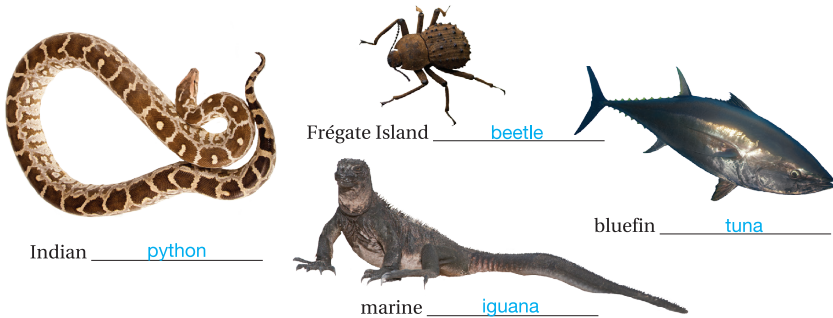
Ask group members to ask questions or present further arguments after the presentations, if necessary. Then have the groups vote on the animal they want to focus on. If time permits, have each group member give a reason for their vote.

Then ask each group to share which animal they chose. Encourage members to give reasons why as well. Then ask the class to share their thoughts about why one animal was the most popular.

1D Which to save?

COMMUNICATING A group decision

A Work with a partner. Look at the photos of endangered species below. Guess the names of the animals.



- B** Work in groups of four. You are members of an organization that raises money to protect endangered species. **Student A:** Turn to page 105. **Student B:** Turn to page 106. **Student C:** Turn to page 108. **Student D:** Turn to page 110. Read the information and make notes about your animal.
- C** Your organization only has enough money to help save one animal. Use your notes and take turns presenting the information you learned about your animal to your group. Then, work together to choose the one animal you are going to save.

Presenting arguments

Introduction: *I would like to talk to you about ...*
Classification: *... is classified as ...*
Reasons: *Their numbers are declining because ...*
We need to save them because ...
Flow of ideas: *For one thing ...* *Something else to consider is ...* *First of all ...*
We need to work with ... *So what's being done?* *How can you help?*
Concluding: *The most important thing is ...*
This world will be much ... without these wonderful species.

CRITICAL THINKING Endangered species protection

Discuss the following questions and statements in groups.

- 1 People are more likely to protect animals if they are cute, such as pandas. Do you agree or not? Give reasons for your answer. **Answers will vary**
- 2 Some people think there should be more international awareness of endangered animals. Others think that the local communities' awareness is all that matters. Discuss both views and give your own opinion. **Answers will vary**

CRITICAL THINKING

Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing them in pairs. Point out that students can take notes first, including some basic information, their opinions and the reasons, and then make a persuasive argument to defend their opinions. Have partners to share ideas and brainstorm more together. Then elicit ideas from each other. Encourage students to use the vocabulary and language from the unit.

+ EXTENSION ACTIVITY Ask students to use the information in their notes to give a presentation to the class. Tell them to also include ideas on how to protect the animals. Let them do more research online if necessary. Encourage them to use questions for signposting in their presentations, like the TED speaker did in Lesson C.

2 Family Connections

“All of you have famous people and historical figures in your tree, because we are all connected ...”

A. J. Jacobs
Writer, TED speaker

UNIT GOALS

In this unit, you will ...

- learn about your immediate and extended family.
- watch a TED Talk about how we are all connected.
- talk about ways to connect with our extended family.

WARM UP



▶ **2.1** Watch part of A. J. Jacobs's TED Talk. Answer the questions with a partner.

- 1 What does Jacobs mean when he says, “we are all connected”? [We all share the same ancestors.](#)
- 2 What do you think is the importance of a world family tree? [Answers will vary](#)

9

UNIT GOALS

The unit focuses on family trees and genealogy. Students will talk about their extended families, and then watch a video about the growing popularity of researching ancestry. Students will share personal stories and explore how this revolution happening in genealogy is uniting people around the world.

TED Speaker

A. J. Jacobs is a writer known for taking a humorous look at societal trends. He has given three TED Talks.

TED Talk Summary

Jacobs shares the story of how he learned his family tree includes many famous and historical figures. He explains that we will all find we are related once we extend our family connections far enough. His family tree now includes 75 million people, and he has decided to invite them all to a giant reunion.

Idea Worth Spreading

A world family tree connects us all by a shared history while also contributing to science.

2

Family Connections

WARM UP

Write the term *family tree* on the board. Elicit or explain its meaning. Ask students if they have ever made a family tree. For those who have, ask how many generations they included.

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit or review the meaning of any unfamiliar terms.

Language Note

A *family tree* refers to a chart that traces your extended family history by naming your relatives and showing their connection to you and each other. It includes relations by both blood and marriage and usually goes back several generations. It is called a *family tree* because the names of relatives spread out like branches on a tree.

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

For question 1, note that students may have different ideas about what Jacobs means at this point. Later in the unit, they will learn that he is saying that we are all cousins of a sort because if we go back far enough, we can all trace connections to one another.

For question 2, Jacobs believes that a world family tree is important for science, as well as for our understanding of our real connectedness as a human race. He believes that knowing we are all actually related can ultimately help unite people.

➡ **EXTENSION ACTIVITY** Ask students to work alone to draw a family tree of their extended families going back as far as they can. Have them show their tree and explain it to a partner.

2A

Family ties

LESSON OVERVIEW

Aims: Learn words for talking about extended family; listen to someone talk about a family reunion; practice talking about relatives.

Target Vocabulary: brother-in-law, cousin, grandchild, grandfather, mother-in-law, nephew, niece, son-in-law

VOCABULARY

A Have students work individually to study the family tree and complete the sentences.

2.2 Play the audio and check answers as a class.

To review the language one more time, go over the family tree and elicit the names of each person in relation to Stella.

B Have students work in pairs. Explain that they should describe the person in their family in a similar style as in the example. Model the example. Point out that they should make it like a quiz to test each other's vocabulary for talking about relatives.

EXTENSION ACTIVITY Have students quickly sketch out their family trees if they didn't already do it in the **Warm Up Extension Activity**. Tell them not to write their names on the tree. Collect the trees and hand them out at random to students. Then have students circulate the room to ask each other questions about their relatives until they find the student whose family tree they have.

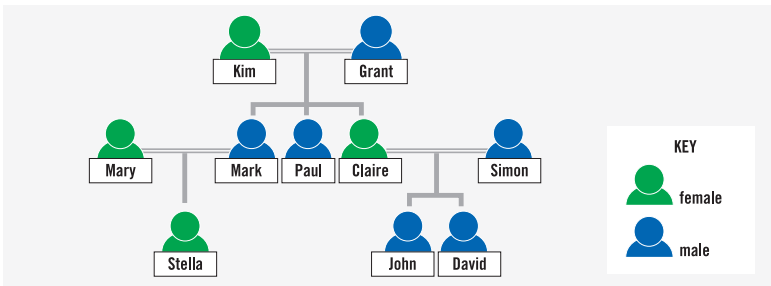


2A Family ties

VOCABULARY Extended family



A **2.2** Look at the family tree. Try to complete the sentences first. Then listen and check your answers.



brother-in-law	cousin	grandchild	grandfather
mother-in-law	nephew	niece	son-in-law

- 1

Kim is Mary's mother-in-law.
- 2

Stella is John's cousin.
- 3

Grant is John's grandfather.
- 4

Simon is Kim's son-in-law.
- 5

John is Grant's grandchild.
- 6

Simon is Paul's brother-in-law.
- 7

Stella is Claire's niece.
- 8

David is Mark's nephew.

B Work with a partner. Describe a connection to someone in your family. Your partner must name the relationship.

Joanna is my mother's father's mother.

Is she your great-grandmother?

10

Language Note

Note that the term *cousin* is often used as a general reference for any extended relative whom you're not closely related to.

Additional names of relatives that may be useful to introduce to students:

great-grandmother (your parent's grandmother); *second cousin* (your parent's cousin's child); *third cousin* (your parent's second cousin's child); *first cousin once removed* (your cousin's child)

LISTENING My family history

Listening for contractions versus possessives

When we hear "s" after a noun of a person's name, it might be a contraction of *is* or a possessive form. Listen carefully to be sure you catch the right meaning.

Contraction of *is*: *John's 21 years old.*

Possessive form: *John's cousin is 21 years old.*



A ▶ 2.3 Watch Ken Lejtenyi talking about his family history. Circle the countries that he mentions.

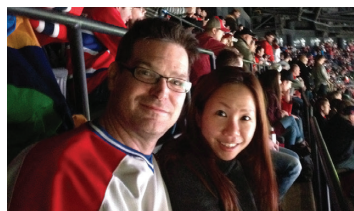
Canada England France Hungary
Italy Romania Scotland Singapore

B ▶ 2.3 Watch again. Complete the sentences with a country from A.

- Lejtenyi's mother's parents moved to Canada from Scotland.
- His mother was born in England.
- His father's parents met in Scotland.
- His father grew up in Hungary.

C CRITICAL THINKING

Reflecting Do you think many Canadians have an international family history like Lejtenyi? Discuss with a partner. *Answers will vary*



Sales director Ken Lejtenyi and his wife at an ice hockey game in Canada

SPEAKING Talking about family



A ▶ 2.4 Fill in the blanks with the words you hear. Then listen again and pay attention to the intonation.

- A: What are you doing for the ¹ Lunar New Year? ↗
B: Not much. How about you? ↗
Do you have any plans? ↗ What are you doing? / What are your plans?
A: I'm going to spend it with my family. Every year, ↗
we have a family ² reunion ↗ get-together / gathering
B: That ³ sounds fun. Do you have a big family? ↗
A: Yeah. My mother has seven siblings, so I have
more than twenty ⁴ cousins ↗
B: Wow! Are they all coming to your place? ↗ house / apartment
A: Oh, no. We're going to a restaurant. Our house
is way too small. ↗ much / far
B: Well, have a good time. ↗

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

C How many people are in your immediate family? How many are in your extended family? Tell a partner.

Answers will vary

There are five people in my immediate family—my parents, my two sisters, and me.

11

LISTENING

Read **Listening for contractions versus possessives** aloud as students read along. Remind students that the possessive form shows a relationship between two nouns. The contraction 's, however, is just a shortened form of the verb *is*.

A Read the direction line aloud. Tell students to preview the list of countries before they watch.

▶ 2.3 Play the video. Have students do the exercise individually. Check

answers as a class.

B Give students time to preview the task.

▶ 2.3 Play the video. Have students do the exercise individually. Check answers in pairs.

C **CRITICAL THINKING** Note that students will have different ideas and opinions based on their familiarity with Canada. Since Canada is mostly an immigrant nation, the majority of Canadian families are culturally and ethnically mixed.

EXTENSION ACTIVITY Ask

pairs what holidays they think Ken celebrates. Have pairs go online to find out more about some major holidays and festivities in each of the countries in Ken's family's background, as well as in the country where he currently lives with his wife. Ask each pair to choose one holiday to introduce to the class from one of the cultures in Ken's varied background.

SPEAKING

A Ask students to fill in the blanks as they listen to the audio.

▶ 2.4 Play the audio. Have students check answers in pairs. Ask students how many siblings the mother has and how many cousins the speaker has. (7; 20) Point out the expression: *How about you?* Explain that this is a useful phrase when you want to ask someone the same question that they just asked you.

B Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to also use the substitutions for the words in blue.

+ **SUPPORT** Play the audio again, pausing after each so that students can repeat.

C If students did the **Extension Activity** in the **Warm Up** or **Vocabulary**, have them use their family trees to aid this discussion. If not, give them time to write quick notes about their extended family to share with their partners. In the example, the speaker gives some information about his or her family. Elicit a follow-up question that could be used to ask for more information.

EXTENSION ACTIVITY Ask students to work in pairs to share about typical events or times when their families have reunions (e.g., holidays like the Lunar New Year, which the speaker talks about). Tell partners to also describe one recent event in which family members participated.

2B

Generations

LESSON OVERVIEW

Aims: Understand an infographic with interesting statistics; use future forms to describe plans; ask and answer questions about family.

Infographic Summary: Interesting facts about unusual families are introduced.

LANGUAGE FOCUS

- A** Give students time to look over the infographic. Check answers as a class. Note that the families have all set world records.
- B** Have students preview the task.
- ▶ 2.5** Play the audio. Have students do the exercise individually. Check answers as a class. Explain the relationship of *second cousin once removed* (your parent’s first cousin’s child’s child).
- C** Have students work individually to fill in the blanks with the words they hear.
- ▶ 2.6** Play the audio to check answers.

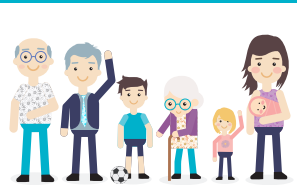
2B

Generations

LANGUAGE FOCUS *Discussing plans and arrangements*

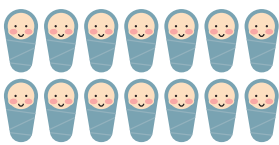
A Read the information. Which record do you find the most amazing? Why?

FAMILY RECORDS



The most generations alive in a single family has been seven. At 109, Augusta Bunge from the United States was the youngest living great-great-great-great-grandparent.

The highest number of children born to one mother is 69. The wife of Feodor Vassilyev from Russia (whose name is unknown) had 16 pairs of twins, seven sets of triplets, and four sets of quadruplets.



There is only one example of a family having five single children with the same birthday. Catherine (1952), Carol (1953), Charles (1956), Claudia (1961), and Cecilia Cummins (1966) were all born on 20th February.



B ▶ 2.5 Listen to someone tell her friend about some people she’s going to meet this weekend. Circle the relationships.

- a Chris is her (first / second) cousin.
b Emily is Chris’s (niece / daughter).



C ▶ 2.6 Listen to a student’s travel plan. Fill in the blanks with the words you hear.

After I finish ¹ university, I’m going to take a year out. I think I need a break before I start working. I’m going to ² travel around South America with my best friend Maki. We’re meeting this weekend to work out our plans. We are ³ definitely going to start in Argentina, but we haven’t decided where we’re going after that. We don’t have so much money so we’re mainly going to stay in hostels. I can’t wait. It’s going to be a great ⁴ adventure.



Four generations of a family pose outside a house in Maryland, United States.

SPEAKING Talking about your family

A Read and study the language in the chart. Pay attention to the use of **future forms**.

Talking about future plans	
I'm leaving for the reunion on Thursday. I'm not leaving on Friday. Are you going alone? When are you coming back?	Yes, I am . / No, I'm not . I'm coming back on Sunday .
I'm going to see my nephew this weekend. I'm not going to stay for very long. Are you going to meet your aunt and uncle? What are you going to do afterwards?	Yes, I am . / No, I'm not . I'm going to visit a few old friends.

For more information on **future forms**, see Grammar Summary 2 on page 124.

B Work with a partner. Complete the questions and interview each other. For each yes answer, ask a follow-up question. Take notes. Try to use **future forms** in your conversation.

Interview questions	Answers (Y/N)	Extra information
1 _____ call a family member later today?		
2 _____ meet family members during the Mid-Autumn Festival?		
3 _____ on a family vacation soon?		
4 _____ a niece or a nephew?		
5 _____ to a wedding soon?		
6 _____ one or two siblings?		

Are you going to call a family member later today?

Yes, I am. I'm going to call my parents.

C Share the most interesting information with the class.

Going to is also used for events in the near future, but it can also be used to talk about intentions in the longer term. The example sentences in the grammar chart all relate to the near future. As such, either future form could be used.

B Give students time to look at the chart. Then have them walk around the classroom to ask each other questions. Tell students to listen to the responses carefully so they can ask each other good follow-up questions. Encourage students to ask questions with question words instead of Yes/No questions. Model the example with a volunteer. Elicit a useful follow-up question for the example conversation. (For example, *What time are you going to call them?*)

C Have each student share the most interesting piece of information that they heard while interviewing their classmates. Ask students to share the plan, and any additional information that they learned during their conversations.

➡ **EXTENSION ACTIVITY** Have students work in pairs. Ask them to take two statements from the survey that are true for them and have an even more detailed discussion about each. Tell them to use the language in the lesson to explain their plans with as many specifics as they can. If none of the statements in the survey are relevant, have students share about two other upcoming plans with family members.

SPEAKING

A Have students read over the language chart. Draw their attention to *Yes/No* questions and answers versus those with an explanation. Direct students to page 124 of the Student's Book for additional information.

Grammar Note

The language chart introduces two forms of the future: the present continuous (*be + -ing*) tense and *going to*.

Both *going to* and the present continuous tense are used to talk about future plans. The two forms can often be used interchangeably, although the present continuous tense is usually used only for planned events in the near future.

2C

The world's largest family reunion

LESSON OVERVIEW

Aims: Watch and understand a short talk; learn about personalizing a presentation.

Target Vocabulary: family reunion, fascinating, shared history

TED Talk Summary: A. J. Jacobs joined a genealogy project after getting an email from a man who claimed they were distantly related. Now Jacobs entertains the audience with images of famous people he learned he's related to, and explains that we are all related to historical figures as well. He shares that this project has helped him realize how people from various backgrounds are connected in one big extended family. In order to celebrate this connection, he is inviting all of his 75 million relatives to a family reunion.

PREVIEWING

Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word. Explain that a *reunion* is an event for people who haven't seen each other in a long time to get together. A *family reunion* is a gathering of people who are related.

VIEWING

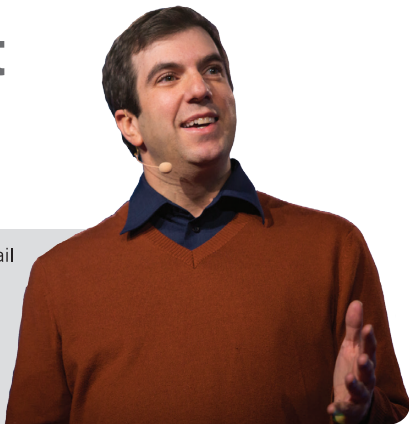
- A** Have students preview the choices before listening for them. Encourage them to predict what they are going to hear. Note that they may be able to predict the three topics based on what they've learned so far in the unit.
- ▶ **2.7** Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class. Explain the meaning of any

2C

The world's largest family reunion

TED TALKS

Writer A. J. JACOBS finds genealogy **fascinating**. After receiving an email from a man who claimed to be his twelfth cousin, Jacobs began planning a huge **family reunion** to meet his extended family. His idea worth spreading is that studying the world's "family tree" helps scientific progress, highlights our equality, and connects us to our **shared history** and to one another.



PREVIEWING

Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.

- 1 Something that is **fascinating** is extremely (**interesting** / well-known).
- 2 A **family reunion** is a (**gathering** / written list) of family members.
- 3 If you have **shared history** with someone, you have (**a common background** / famous ancestors).

VIEWING



A ▶ **2.7** Watch Part 1 of the Ted Talk. Check [✓] the points Jacobs makes.

- ☒ Genealogy is undergoing a revolution partly because of genetics and the Internet.
- ☒ People can add their own information online to create and combine huge family trees.
- ☐ Putting our personal family information online can be a dangerous thing to do.
- ☒ Most people have famous people and historical figures in their family trees.



B ▶ **2.8** Watch Part 2 of the TED Talk. Jacobs gives four reasons why a world family tree is a good idea. Match each idea to a supporting detail.

Main ideas

- 1 It has scientific value.
- 2 It brings history alive.
- 3 It shows we are all connected.
- 4 It creates a kinder world.

Supporting details

- We all come from the same ancestor.
- We treat family better than we treat strangers.
- Jacobs found out he was related to a famous person.
- It provides a better understanding of human migration.



C ▶ **2.9** Watch Part 3 of the TED Talk. Complete the notes.

Event The biggest family reunion in history

Activities Exhibits, food, music, a day of speakers

Who's invited? everyone

14

unfamiliar language. Suggestions for Part 1 include *aristocrats*, and *crowdsourcing*.

(something) *alive, engaged, descendant, accumulate, bias, and bigot*.

- B** Have students preview the task. Remind students that they discussed this question in the **Warm Up**.
- ▶ **2.8** Play Part 2 of the TED Talk. Check answers as a class. Ask students how Jacobs's answer compares to their discussion about reasons for a world family tree in the **Warm Up**. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *unprecedented, migrate, bring*

- C** Give students time to look over the notes. Elicit a general explanation of what the notes are about (an event). Tell students to listen carefully for more details as they watch the last part of the video.
- ▶ **2.9** Play Part 3 of the TED Talk. Have students do the exercise individually. Check answers in pairs.
- Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *throw a party, in history, and venue*.

D CRITICAL THINKING

Evaluating Look back at C. Why do you think Jacobs wants to hold this event? Would you like to attend? Discuss with a partner. Answers will vary

VOCABULARY IN CONTEXT



2.10 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.a 2.c 3.c 4.a

PRESENTATION SKILLS Personalizing a presentation

Some speakers choose to include personal information in their presentations. Including stories about yourself, or your family members, can help engage your audience and make your presentation more "real."



A 2.11 Watch the excerpt. What does Jacobs do to personalize the presentation?
a He talks about his uncle.
b He shows a photo of a family member.
c He tells a personal story.



B 2.12 Jacobs personalizes his presentation in other ways. Match the phrases below. Watch the excerpts to check your answer.

- | | |
|---|---|
| 1 "[Genealogy] brings history alive." | "I have three sons, so I see how they fight." |
| 2 "Now, I know there are family feuds." | "Here's my cousin Gwyneth Paltrow. She has no idea I exist, but we are officially cousins." |
| 3 "So that's 75 million people connected by blood or marriage." | "I found out I'm connected to Albert Einstein, so I told my seven-year-old son that, and he was totally engaged." |

C Work with a partner. Imagine you are giving a talk on the topics below. How could you use personalization? Answers will vary

the cost of living

climate change

an endangered animal



D CRITICAL THINKING Read the questions aloud. Have students work in pairs to discuss. Note that Jacobs does not expect 75 million people to attend the event, but he sees value in holding an event that brings together people from many different backgrounds. Ask students to raise their hands if they would like to attend and explain why or why not to the class.

Language Note

Part 1
An *aristocrat* refers to a member of the upper class of a society—usually the wealthy and powerful.

Crowdsourcing is a relatively new word that refers to large groups of people online contributing to a project.

Part 2
Something *unprecedented* has never been done before.

TED TALKS

To *bring (something) alive* means to make it exciting enough to draw people's attention.

A *descendant* is a person connected to an ancestor that is born later.

A *bias* refers to an unfair, prejudiced viewpoint. A *bigot* has a bias against a particular group of people.

Part 3

When you *throw a party*, you plan and host it. Jacobs calls his family reunion the *biggest and best in history*. When a superlative is followed by *in history*, it is the same as saying *ever*.

A *venue* is where an event happens.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read aloud the information about **Personalizing a presentation** as students read along. Explain that since Jacobs's topic is personal, he uses personalization in his presentation. Tell students that Jacobs inserts many jokes throughout the presentation as well. However, personalization does not have to be funny.

A Have students preview the task.

2.11 Play the video. Have students do the exercise individually. Check answers as a class.

B Have students work individually to match the phrases.

2.12 Play the video to check answers.

C Have students work in pairs. Ask them to go over each topic and brainstorm ways to personalize it. Tell them to use any kind of story (funny or serious) they think will get their audience to think about their message. Ask for volunteers to share stories with the class.

2D

One big happy family

LESSON OVERVIEW

Aims: Create and discuss a fictional family tree; use language to check information.

COMMUNICATING

A Have students work in groups of four. Explain that each group member will have different information about an extended family. Tell students that they will piece together the information to complete the family tree on page 111 of the Student Book. Have students turn to the appropriate page and read their information.

B Tell group members to work together to exchange information and complete the family tree. Encourage students to ask each other questions rather than simply reading out a list of information.

Read the phrases for **Checking information**. Explain that students can use any of these phrases to ask each other to clarify the information they have. Note that some of the phrases are also useful when you aren't sure if you've heard someone correctly, and you need them to repeat the information. After the trees are complete, have groups check their family trees by comparing with another group.

C Encourage partners to share ideas and brainstorm together about how to find out their family histories. Have students work individually to figure out who they would ask for family history information and what kind of questions they would ask. Ask for volunteers to share their notes with their group members.

2D

One big happy family

COMMUNICATING Family tree

A Work in a group of four. You are going to work together to draw a family tree.

Student A: Turn to page 105. **Student B:** Turn to page 106.

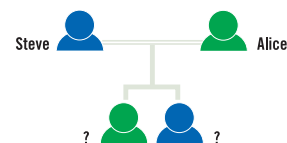
Student C: Turn to page 108. **Student D:** Turn to page 110.

B Read out pieces of information and ask each other questions to find how everyone is related to each other. Complete the family tree on page 111.

Alice is Steve's wife.

OK. Do they have any children?

Yes, they have a daughter called ...



Checking information

John is ... , isn't he?

I'm not sure what you mean.

Could you say that again ... ?

Are you saying that they're ... ?

So you said that ... ?

I still don't understand.

(Sorry,) What does ... mean?

Let me just check something, did you say ... ?

So what you mean is ... ?

Do you mean ... ?

C To find out more about your family history, who would you talk to first? What questions would you ask? Work individually and then share your notes with your group members.

CRITICAL THINKING Family connections

Discuss the following questions and statements in groups.

- 1 According to A. J. Jacobs, what's the importance of sharing a family tree with almost all seven billion people on Earth? **Answers will vary**
- 2 Talk about the origins of your family names. Why might people want to know more about their own family history? **Answers will vary**
- 3 Family today are not as close as they were in the past. What are the reasons for this? How can we improve family ties? **Answers will vary**



CRITICAL THINKING

Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in pairs. Point out that students can take notes first, including some basic information, their opinions and the reasons, and then make a persuasive argument to defend their opinions. Have partners to share ideas and brainstorm more together. Then elicit ideas from each other. Encourage students to use the vocabulary and language from the unit.

+ EXTENSION ACTIVITY Have students work in groups to plan a class reunion. Tell them that everyone is going to meet up in one year for a reunion. Ask them to plan a party idea for the reunion. Then have each group present their idea to the class. Encourage them to use personalization in their presentation, like the TED speaker did in Lesson C.


3 Global Stories

3

Global Stories


WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit or review the meaning of *bookshelves*.

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

For question 1, students' opinions will vary. Ask partners to give reasons for their opinions. Point out that the quote still applies to digital books. Note that these days many people purchase digital books and put them on a "virtual" bookshelf in their e-readers.

For question 2, give students time to think about their books. Ask them to recognize any trends (e.g., *Are the authors all from one country? Are the books mostly from one or two genres?*). Ask them to share whatever trends they recognize about themselves with their partner.

 **EXTENSION ACTIVITY** Have students write the title of a book they've recently read. Then have students walk around the class and ask, *Have you read (title)?* or *Do you know (title)?* until they find another student who has read the same book. Tell them to then share whether they liked the book or not.

“It's often said that you can tell a lot about a person by looking at what's on their bookshelves.”

Ann Morgan
Writer, TED speaker


UNIT GOALS

In this unit, you will ...

- learn about popular books.
- watch a TED Talk about an unusual reading goal.
- talk about how books can open our minds.

WARM UP



 **3.1** Watch part of Ann Morgan's TED Talk. Answer the questions with a partner.

- 1 Do you agree with the quote above? *Answers will vary*
- 2 What do your bookshelves say about you? *Answers will vary*

17

UNIT GOALS

The unit focuses on books and literature. Students will think and talk about reading fiction. They will watch a presentation on world literature. They will learn language to talk about different genres of fiction, and use relative clauses to add details to their descriptions of stories they know about. By the end of the unit, students will be able to recommend and review books.

TED Speaker

Ann Morgan is a writer, blogger, and book reviewer.

TED Talk Summary

Morgan shares how she read one novel from every country in the world over a year. She started this project to broaden her own worldview, but as she blogged, she began to connect with readers, authors, and translators who shared works, and the project grew more meaningful as a result.

Idea Worth Spreading

Reading books from other countries can broaden our understanding of and connections with cultures and peoples around the world.

3A

Our love of books

LESSON OVERVIEW

Aims: Learn language for talking about fiction; listen to an author; practice talking about books.

Target Vocabulary: fairy tale, fan fiction, fantasy story, graphic novel, historical fiction, horror story, romance novel, sci-fi (science-fiction) story, thriller

VOCABULARY

A Have students preview the task. Point out that each sentence is about a genre of fiction, in which stories are made up or imaginary. Note that in the case of *historical fiction*, the story is imaginary but set in a real historical time period or around a real historical event.

▶ 3.2 Play the audio and check answers as a class. Elicit any additional genres of fiction that students know about. Write them on the board.

B Give students enough time to think about their answers. Encourage students to talk about any genres they enjoy reading. Ask partners to share their favorite titles as well.

C Read the elements of a story and their definitions aloud. Point out that students should include these words in their vocabulary lists for the lesson, as they will be useful for talking about books in more detail.

Have students work in pairs. Ask them to share the title of a book, as well as the four elements. Ask students to also tell their partners whether they recommend the book or not.

Language Note

Other popular fiction genres include *crime fiction*, *historical romance*, *short story*, *humor*, *magical realism*, *westerns*, and *urban fiction*.



3A Our love of books

VOCABULARY Genres of fiction



A ▶ 3.2 Fill in the blanks with the words you hear.

- 1 A fairy tale often includes magical creatures and is usually for children.
- 2 A horror story creates fear in the reader.
- 3 Fan fiction is based on characters from a book, movie, or TV show.
- 4 A graphic novel is drawn like a comic strip.
- 5 Historical fiction has a fictional story and is set in the past.
- 6 A fantasy story is usually set in an imaginary, and magical world.
- 7 A romance novel tells a love story.
- 8 A thriller is an exciting fictional story that is often about crime.
- 9 A science-fiction (sci-fi) story takes place in the future, often in space.

B Work with a partner. Which genres do you enjoy? Can you think of an example of a book for each one? **Answers will vary**

C Look at these elements of a story. Then briefly describe one book you have read to your partner.

Characters: who the story is about

Plot: what happens in the story

Setting: where and when the story takes place

Theme: the central idea of the story

➡ EXTENSION ACTIVITY Ask students to find a classmate who loves a genre of fiction that they generally dislike. Tell them to get a book recommendation from that classmate. Tell them to also ask questions about the book, using language from the lesson. Give students enough time to walk around the room to both give and get recommendations.

LISTENING Interview with an author



A 3.3 Madeleine Thien is an author. Watch and circle T for true or F for false.

- 1

As a child, Thien knew she wanted to be an author.

T

F
- 2

Thien's first book was a collection of short stories.

T

F
- 3

Thien has published three books in total.

T

F

Taking notes while listening

When you listen and take notes at the same time, don't write down everything you hear. Be selective and write down only the key words and phrases.

B 3.3 Watch and complete the chart about the story she describes.

Setting	Characters	Story
Canada	a family of immigrants: a young girl, her father, her brother	a misunderstanding between her father and brother

C CRITICAL THINKING

Reflecting Do you think you'd enjoy this book? Why or why not? Discuss with a partner. Answers will vary

SPEAKING Talking about books



A 3.4 Fill in the blanks with the words you hear. Then listen again and pay attention to the liaison.

- A: What are you reading?

B: Oh, it's a book called *And Then There Were None*. Do you know it?

A: No, I don't think so. What kind of book is it?

A horror story? fantasy story / fairy tale

B: No, it's a ¹ mystery. It's about a group of people who are ² stuck on an island together. It's a story about / It tells the story of

A: It sounds cool. Is it any good?

A: Yeah, I can't put it down. worth reading / interesting

A: Wow! Can I borrow it when you've ³ finished? you're done / you've read it

B: Sure. I think you'll like it.

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

C Work with a partner. What's your favorite book? Explain what it's about. Answers will vary

My favorite book is *Hyperion* by Dan Simmons. It's a science fiction story about six unique characters who visit the planet Hyperion.



Author Madeleine Thien

EXTENSION ACTIVITY Have pairs go online to learn more about the book and author. Ask them to find reviews, blogs, or any additional information. Have them introduce what they learned to another pair. Then have students discuss if the additional research changed their impressions of the book.

SPEAKING

A Ask students to fill in the blanks as they listen to the audio.

3.4 Play the audio. Have students check answers as a class. Ask them what genre the story is (mystery).

Point out the expression: *I can't put it down*. Elicit possible meanings. Explain that this is a useful expression to use when you like a book so much that you can't stop reading it.

B Model the conversation. Then have students work in pairs to practice. Tell students to also try substituting the words in blue.

SUPPORT Play the audio again, pausing so that students can repeat.

C Have students work with a partner that they haven't exchanged information with yet. Tell them to use the language in the lesson to share about their favorite book. Ask partners to ask questions to learn more about the book.

Read the model aloud. After pairs discuss, ask for volunteers to share their favorite book with the class. Ask students who have read the same book to raise their hands. Then ask the remaining students to raise their hands if they are interested in reading the book.

LISTENING

A Have students preview the task. Elicit the meaning of *author*.

3.3 Play the video. Have students do the exercise individually. Compare answers in pairs.

B Read **Taking notes while listening** aloud as students read along. Tell students to listen for the gist and write keywords and phrases which are often repeated. Have students look over the chart. If necessary, have them review the meaning of the story elements on

the previous page.

3.3 Play the video. Have students do the exercise individually. Check answers as a class.

CHALLENGE Ask students to share any information that they were able to infer about the author or book.

C CRITICAL THINKING Read the question aloud. Point out that their likes and dislikes as readers will vary. Tell students that it's okay to have opposing views about the book. Remind them that differing opinions make for interesting conversation.

3B

What's it about?

LESSON OVERVIEW

Aims: Understand a chart about best-selling novels; use relative clauses to add details; talk about famous books.

Infographic Summary: The eight best-selling English-language novels in history are introduced, along with statistics about copies sold.

LANGUAGE FOCUS

- A** Give students time to look over the infographic. Read aloud each title and have students raise their hands if they know the book. Note that some students may not have read the book but instead simply have heard of it or seen the movie.
- B** Have students preview the task.

▶ 3.5 Play the audio. Have students do the exercise individually. Have students check answers in pairs. Ask them to share if they've read the book or not, as well as whether they liked it or not.
- C** Have students preview the task.

▶ 3.6 Play the audio. Have students do the exercise individually. Have students check answers in pairs. Remind them that there are several relative clauses used in this paragraph. Relative clauses will be studied in the Speaking activity on the next page.

3B

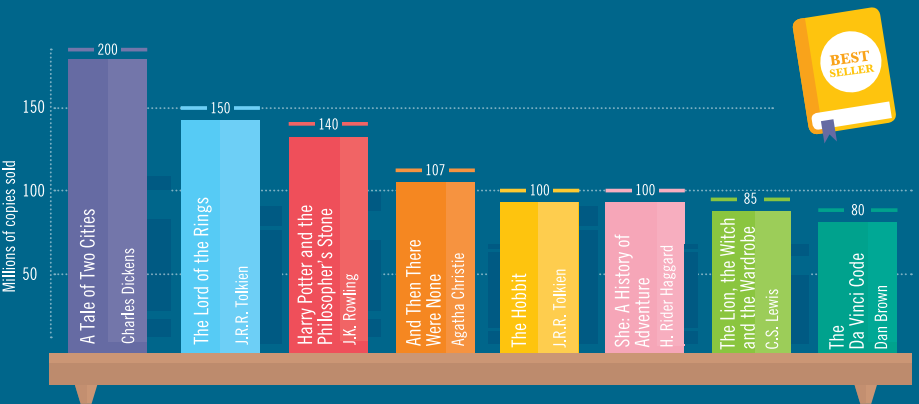
What's it about?

LANGUAGE FOCUS Describing stories

A Read the information. Which of these books do you know? *Answers will vary*

THE BESTSELLING WORKS OF FICTION OF ALL TIME

The chart shows the bestselling English language novels of all time. How many have you read?



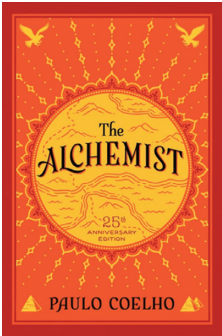
B ▶ **3.5** Listen to two people talk about one of the books. Complete the sentences.

The Lion, the Witch, and the Wardrobe is a ¹ fantasy novel about four ² children who live in an old house. They go through a magical wardrobe and visit a place called Narnia. Narnia is a place where ³ animals can talk.



C ▶ **3.6** Listen to an introduction of a novel. Fill in the blanks with the words you hear.

The Alchemist, by Brazilian ¹ novelist Paulo Coelho, is a story about a shepherd boy who travels from Spain to Morocco. He eventually goes to a place in Egypt, looking for ² treasure that might be buried there. Along the way, he meets people who teach him many life ³ lessons. It's a story that is both ⁴ charming and dramatic. I would ⁵ recommend this book to anyone who wants to read a nice story about becoming who you want to be.



Content Note

Note that all the authors on the best-selling list in the infographic are from the United Kingdom, except for Dan Brown, who is American.

SPEAKING Talking about a famous book

A Read and study the language in the chart. Pay attention to the use of **relative clauses**.

Adding details to people, things, and places

People

And Then There Were None is about a group of people **who** are stuck on an island.
One of the characters is a young man **who** is rich and handsome.

Things

The Da Vinci Code is a mystery novel **that** has sold millions of copies worldwide.
A Tale of Two Cities is a piece of historical fiction **that** is set in London and Paris.

Places

Narnia is a magical place **where** animals can talk.

For more information on **relative clauses**, see Grammar Summary 3 on page 124.

B Work alone. Think of a famous book. Write three sentences to describe the book in the chart below. Try to use **relative clauses** in your description.

	A famous book
1	
2	
3	

C Work with a partner. Take turns reading out your sentences one by one. After each sentence, try to guess the name of the book.

This is a very famous novel which is set in Russia.

Sorry, I don't know. Give me another clue.

It's about a man who commits a horrible crime.

B Have students preview the task. Explain that they are going to take part in a guessing game to test each other's knowledge about famous books. Point out that students should be using books that are popular and relatively well known.

Tell students to work alone to write three sentences about a famous book. Give them enough time to write their three hints.

C Have pairs take turns reading their hints to each other. Model the example with a volunteer. Point out that if the team can't guess, they should ask for another clue. If time permits, have them repeat the game with another group.

➡ **EXTENSION ACTIVITY** Have students work in pairs or small groups. Ask them to have a discussion about a story that they've both read as a book and watched as a movie. Tell them to compare the book and movie by sharing which details were the same and which were different. Tell them to use the language in the chart to support their discussions.

SPEAKING

A Have students read over the language chart. Ask them to pay attention to the relative pronoun used in each case.

Note that in British English *which* is often used instead of *that* as a relative pronoun for thing. Direct students to page 124 of the Student's Book for additional information.

Grammar Note

The language chart introduces relative clauses for adding information.

In each sentence in the chart, the clauses are connected by a relative pronoun. In this case, *who*, *that*, and *where* are introduced as these relative pronouns will allow students to share in more detail about characters (*who*), plots (*that*), and settings (*where*).

3C

My year reading a book from every country

LESSON OVERVIEW

Aims: Watch and understand a talk about a reading project; practice closing a presentation.

Target Vocabulary: alarming, blind spots, extraordinary, narrow

TED Talk Summary: Ann Morgan took a careful look at her bookshelves one day and realized that she needed to have more cultural diversity among the authors she reads. So she set out to read one novel from every country in the world, and invited her blog readers to help her decide on her book list. The year turned into an adventure in reading and connected her with interesting people all over the world. She also came to realize how publishing companies are biased when it comes to which books they translate. She tells her audience that if we all read a more diverse range of authors, that might change.

PREVIEWING

Tell students to guess the definition of the words in bold based on context. Tell students to look at how the word is used in the sentence. Is it a verb, noun, or adjective? Does it seem to have a positive or negative meaning? Check answers as a class. Elicit additional example sentences with each word.

VIEWING

A Have students preview the task. Elicit a synonym for *discover* (*find out, learn, realize*).

▶ **3.7** Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class. Elicit or explain the meaning of any

3C

My year reading a book from every country

TED TALKS

ANN MORGAN made an **alarming** discovery several years ago when she looked at her bookshelves and saw how **narrow** her reading focus was. Her idea worth spreading is that stories from other countries and cultures have **extraordinary** power to introduce new values and ideas, and to show us our own **blind spots**.



PREVIEWING

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

- | | |
|--------------------------------|--|
| 1 limited: <u>narrow</u> | 3 impressive; remarkable: <u>extraordinary</u> |
| 2 frightening: <u>alarming</u> | 4 things you aren't aware of: <u>blind spots</u> |

VIEWING



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

- What did Morgan discover about her bookshelves?
 - Most of the books she owned were the same genre.
 - Most of her books were by American or British authors.
 - Most of the books she owned were set in England.
- What goal did Morgan set for herself?
 - She would read one book from a different country every year.
 - She would read a book from every country in a year.
 - She would start to translate books from other countries.



B ▶ **3.8** Watch Part 2 of the TED Talk. Number the events in the order they happened from 1 to 5.

- Strangers began to offer suggestions.
- Morgan asked for book suggestions.
- Friends and family began to offer suggestions.
- Morgan registered her blog.
- Morgan received two books from someone in Malaysia.

C ▶ **3.8** Watch Part 2 of the TED Talk again. What surprised Morgan about the response to her project? Discuss with a partner. *She was surprised that so many people went out of their way to help her.*

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unfamiliar language. Suggestions for Part 1 include *cultured, translation, and massive*.

B Give students enough time to read the events.

▶ **3.8** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class. Ask students if inference helped them at all in deciding their answers, and if so, how.

C Read the discussion question aloud.

▶ **3.8** Play Part 2 of the TED Talk again. Have students do the exercise individually. Check answers as a class. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *strangers, picked out for, pattern, and detour*.



D ▶ 3.9 Watch Part 3 of the TED Talk. What did Morgan learn from her experience? Check [✓] the statements that she would agree with.

- ☒ You see the world in a different way.
- ☒ The countries that you read about begin to feel more real.
- ☐ You can get a rounded picture of a country by reading a book.
- ☒ Books have the power to connect people.

E CRITICAL THINKING

Applying Morgan's project opened her eyes to new ideas and experiences. What other projects could someone do to achieve the same goal? [Answers will vary](#)

VOCABULARY IN CONTEXT



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

PRESENTATION SKILLS Closing a presentation

One way to close a presentation is to ask the audience to join you in supporting or acting on something. Here are other ways to close a presentation.

- | | |
|-----------------------------|------------------------------------|
| Summarize your main points. | Show a powerful visual. |
| Give an inspiring quote. | Circle back to the opener. |
| Add a personal story. | Describe your hope for the future. |



A ▶ 3.11 Watch part of Morgan's TED Talk. How does she end her presentation?

- a She shows a powerful visual.
- b She gives a quote from an author.
- ☒ c She talks about her hopes for the future.



B ▶ 3.12 Now watch TED speaker Munir Virani. Check [✓] the ways he closes his presentation.

- | | |
|--|--|
| <input checked="" type="checkbox"/> He shows powerful visuals. | <input type="checkbox"/> He shares a personal story. |
| <input checked="" type="checkbox"/> He gives a call to action. | <input checked="" type="checkbox"/> He asks the audience a question. |

C Work in a group. Whose closing do you think is more effective—Virani's or Morgan's? Why? [Answers will vary](#)



23

D Have students preview the task. Point out that they will use inference to choose their answers.

▶ 3.9 Have students do the exercise individually. Check answers as a class. Ask students if they've ever had the experience of reading a book that made them see the world in a different way. Ask them to share the book's title with the class if so. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 3 include *mindset*, *clarify*, *rounded*, and *incentive*.

E CRITICAL THINKING Read the question aloud. Note that in the last part of her TED Talk, Morgan talks about opening her eyes and the benefits of learning to look through someone else's eyes. Ask students to discuss these topics as they think of other ways to accomplish this.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

A Read the information aloud about **Closing a presentation** as students read along. Explain that many TED speakers are especially passionate about a cause or spreading a message, which is why so many of their talks end with a call to action or a hope for the future. Have students preview the task.

▶ 3.11 Play the video. Have students do the exercise individually. Elicit the language that Morgan uses to express her hope: *And I hope many more people will join me.*

B Have students preview the task.

▶ 3.12 Play the video. Have students do the exercise individually. Check answers as a class.

C Have students work in groups to share their opinions. Ask students to talk about which speaker left them feeling inspired to support him or her. After the group discussion, have students share with the class some points they talked about.

Language Note

Part 1
When Morgan describes herself as *cultured*, *cosmopolitan*, she means educated and informed about the world.

A written *translation* is the same text rewritten in another language.

Something *massive* is very big.

Part 2
A *stranger* is a person you have never met.

To have something *picked out for* you means that it was chosen as a gift for you.

When you take a *detour*, you take a roundabout way to your destination, usually to avoid something like traffic.

Part 3
A person's *mindset* refers to a way of thinking or general attitude.

To *clarify* means to explain something in more detail.

Something that is *rounded* is balanced.

3D

A good read

LESSON OVERVIEW

Aims: Introduce a book; practice asking for opinions; talk about the inspiration of books.

COMMUNICATING

- A** If students are not all from the same region, divide the class into groups based on regions. Point out that students don't need to focus on fiction, but can choose any kind of book. Tell groups to brainstorm a list. Ask each group member to suggest at least one book.
- B** Tell groups to decide which book from their list they want to introduce to Ann Morgan. Explain that they are going to discuss together before deciding. Ask each group member to say which book they like. Tell them to give reasons why they think their choice is a good book to represent their country. Read aloud the phrases for **Asking for opinions**. Tell students to use these during their discussion. Model the examples. Give groups time to share opinions and reasons and make a decision.
- Draw students' attention to the recommendation form. Point out that they have to give two reasons why they suggest that book. Tell groups to decide these reasons together.

- C** Have groups take turns presenting the book to the class. Tell them to give reasons why they want Ann Morgan to read this book in particular. Have the class ask follow-up questions to find out more about the book. After all groups have presented, have the class take a vote to decide which book they think is the best choice to introduce to Morgan.

3D

A good read

COMMUNICATING A book recommendation

- A** Work in a group. Brainstorm a list of books from China. Include books from a variety of genres, such as novels, autobiographies, children's stories, and fiction.
- B** Imagine that Ann Morgan asked you for a suggestion on a book to read from China. Agree on one book and list two reasons why it's a good choice.

Book title: _____
Author: _____ Genre: _____
What it's about: _____
Reason 1: _____
Reason 2: _____

In your opinion, which book best represents our country?

I think we should suggest ...

Asking for opinions

Wh-questions:

Which do you think ... ?
What would you say to ... ?
What's your opinion of ... / view on ... ?
How do you feel about ... ?
How about you?

What do you feel is ... ?
What do you think of/about ... ?
In your opinion, what's ... ?
How do you like ... ?

General questions:

Do you think ... ?
Is that right?

Do you agree?
Is that OK?

Do you have any opinion on ... ?

- C** Take turns presenting your book suggestions. Answer any questions from the class.

CRITICAL THINKING Inspiration of books

Discuss the following questions and statements in groups.

- 1 Give a brief summary of the reading project Ann Morgan presented in her TED Talk.
- 2 Which book mentioned in this unit would you like to read and why? *Answers will vary*
- 3 Tell a story that you've both read as a book and seen as a movie or as a TV play. Which version do you prefer and why? *Answers will vary*

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CRITICAL THINKING

Read the questions and statements aloud as students read along. Give students a few minutes to think about their answers before discussing in groups. If necessary, give students a short amount of time to do some research online before discussing. Encourage students to use the vocabulary and language from the unit when sharing their opinions. Ask for volunteers to share what they discussed with the class.



EXTENSION ACTIVITY Have students work in groups. Ask them to log onto Ann Morgan's blog at ayearofreadingtheworld.com. Tell them to choose one of the highly recommended books to read. Then encourage them to share with the class their comments on the book.

Presentation 1 Talking about an endangered species

MODEL PRESENTATION

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

cousin	endangered	facing	going to	help
reptile	that	traveling	where	work

I'd like to talk to you about an amazing ¹ reptile that really needs our help—the sea turtle. Last month, I went diving off the coast of Mozambique in Africa with my ² cousin, Maria. I saw so many amazing things, but the animal ³ that I remember more than any others was this beautiful loggerhead sea turtle. My dive instructor told me how lucky I was. He said that sea turtles were ⁴ endangered and seeing one wasn't so common any more. I later found out that many turtles are killed by humans for their eggs, meat, skin, and shells. The turtles' habitats and the coastal areas ⁵ where they lay their eggs are also under threat. So, how can you ⁶ help? Well, firstly, when you're ⁷ traveling, be careful what you buy. Ask questions if you think a souvenir might be made from a turtle shell. Secondly, support a turtle charity. There are many organizations that ⁸ work to help save sea turtles. I'm now a member of a sea turtle charity and next month I'm ⁹ going to take part in a fundraising event. Finally, you can spread the word. Tell other people about these animals and the dangers they are ¹⁰ facing. Thank you so much.



B Watch the presentation and check your answers.

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

The speaker ...	
<input checked="" type="checkbox"/> uses questions to signpost	<input checked="" type="checkbox"/> personalizes the presentation
<input checked="" type="checkbox"/> closes the presentation effectively	

D Look at the notes the speaker made before her presentation. Did she forget to say anything? The speaker forgot to mention that you should be careful what you eat when you are abroad.

• Introduction: amazing reptile / sea turtle	• Trip to Mozambique / diving
• Dive instructor / lucky / endangered	• Turtles killed for eggs / meat, etc. / habitat threatened
• How can you help?	• Careful what you buy and eat when abroad
• Support a charity / spread the word	

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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. using questions to signpost
2. personalizing the presentation
3. closing a presentation effectively

Elicit the question the speaker uses to signpost (*So, how can you help?*). Ask students how the speaker personalizes her presentation, too (*We hear the story of her diving experience.*).

Review the presentation skills from Units 1–3 in more detail. Elicit more details and/or language options that students can use in **Your Turn**.

D Have students work individually to complete the activity. Then play the video again to check answers.

Point out that the speaker's notes are not complete sentences, but instead key phrases that can help her remember the content of her presentation.

Presentation 1

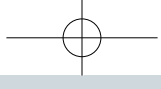
Aims: Students give a short presentation to a group to introduce an endangered species using each of the presentation skills they've learned in Units 1–3.

MODEL PRESENTATION

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

1. What is the topic? (the loggerhead sea turtle)
2. What is the purpose of her presentation? (to inspire others to care about the endangerment of sea turtles)
3. What three steps does she ask of her audience? (don't buy souvenirs made from turtle shells, support a turtle charity, spread the word)

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



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YOUR TURN

- A** Give students time to write their speech notes. Point out that they can write linear notes like the speaker or a mind map, whichever they prefer and it is easier for them to recall content from during their presentation. Ask students to choose an animal that they care about and to think about how to encourage others to care too. If necessary, give them some time to search online for facts and information about the animal.

Ask them to think about whether they have any stories to share to personalize the presentation. Tell them to also use questions to signpost when possible. Remind them that two ways to close a presentation are to ask for a call to action or to express a hope for the future.

For support, go over the organization of the speech in more detail. Ask the following: *How does she open?* (I'd like to talk to you about ...)

Where in the speech does she tell her story? (right after the introduction)
How does she close? (with a call to action)

- B** Read the useful phrases aloud as students repeat. Tell students to think about which ones would work best for their presentation content. Explain that they can also use other phrases that they learned in the units. Point out that students should have visuals in their presentations if possible. Elicit some ideas for possible visuals: pictures, photographs, infographics, videos, etc.

- 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**.

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

Explain that after giving praise,

YOUR TURN Answers will vary

- A** You are going to plan and give a short presentation to a partner introducing an endangered animal. Use the notes on the previous page for ideas and research 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.

Useful phrases

Introducing your topic:

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

Types of animals:

amphibians, birds, fish, insects, mammals, reptiles

Describing conservation

status:

threatened, vulnerable, (critically) endangered, extinct

Signposting questions:

Why do they need our help? / How can you help?

Ending:

Thank you so much (for listening).

Thanks for listening.

- 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.

The speaker ...

- ☐ uses questions to signpost
☐ personalizes the presentation
☐ closes the presentation effectively

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

Well done! You spoke really clearly and I loved the way you personalized the presentation.
Next time, try to make more eye contact with your audience.

students should offer some positive feedback, just like the speaker in the example (*Your personal story really got my attention*), and then offer any points that need to be improved (*You could have made more suggestions for how we can help in your closing*).

4 Music

4 Music

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Ask students to raise their hands if they have heard of the composer Handel.

Content Note

George Frideric Handel was a German-born composer who lived and worked in London for most of his life. One of the most famous composers of the Baroque era (17th and 18th centuries), Handel was especially well known during his life for his operas.

▶ **4.1** Play the preview clip of the TED Talk.

For question 1, note that van den Bercken says that she plays Handel. See **Content Note**. Students will be able to hear that it is classical music. More specifically, it is from the Baroque era.

For question 2, ask students to share their opinions with each other. Encourage them to give reasons why they like the music or not. Ask students to also talk about whether they are familiar with Handel. Ask for volunteers to share with the class their impressions of the music that they heard in the video.

➡ **EXTENSION ACTIVITY** Have students work in pairs to retell the story of the various concert scenes they saw in the video clip. Tell them to talk about the scenes and to decide which concert they would most like to attend, and why.

“Recently, I flew over a crowd of thousands of people in Brazil, playing music by George Frideric Handel.”

Daria van den Bercken
Pianist, TED speaker

UNIT GOALS

In this unit, you will ...

- learn about different music types and their features.
- watch a TED Talk by a musician who gives unusual concerts.
- talk about the role of music in our lives.

WARM UP



▶ **4.1** Watch part of Daria van den Bercken's TED Talk. Answer the questions with a partner.

- 1 What kind of music does van den Bercken play? **Classical music**
- 2 Do you like this kind of music? Why or why not? **Answers will vary**

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UNIT GOALS

The unit focuses on music. Students will talk about their likes and dislikes in regard to music and take a deeper look at the transformative power of music. They will watch a video about how music affects humans. Students will share about their own interests and stories about the effect music has on them.

TED Speaker

Daria van den Bercken is a professional pianist from the Netherlands.

TED Talk Summary

Van den Bercken shares stories about how she has taken her piano with her around the world, playing Handel in public places.

Idea Worth Spreading

We should enjoy music as children do, with pure, unbiased feelings of awe and joy.

4A

Feel the music

LESSON OVERVIEW

Aims: Learn words to describe music and feelings; listen to someone talk about how music makes them feel; practice talking about music.

Target Vocabulary: dark, energized, loud, melancholic, nostalgic, relaxed, rhythmic, romantic, sleepy, soft, soothing, upbeat

VOCABULARY

- A** Have students preview the task. Explain that students are going to listen to music.

4.2 Play the audio. Have students do the exercise individually. Have students check answers in pairs. Explain that there is often a certain amount of crossover between musical genres. For example, track five is a piece of easy listening music, but it also has an electronic feel. Allow students freedom to express their opinions if their answers differ. Elicit any other musical genres that students know. Write them on the board.
- B** Explain that students will decide which category the words belong to. Ask the following: *Is it a word used to describe music? How does the music make you feel?* Check answers as a class.
- C** Have students work in pairs. Model the example with a volunteer. Ask students to use the vocabulary words.

4.2 Play the audio again. Give pairs time to discuss between each music track.



Fans reach out to touch their music idol.

4A Feel the music

VOCABULARY Music



A **4.2** Listen and number the musical genres from 1 to 6 in the order you hear them.

- 2

classical
- 3

country
- 1

electronic
- 5

easy listening
- 4

heavy metal
- 6

hip-hop

B Complete the chart with words from the box.

energized loud soothing relaxed soft sleepy

Words to describe music		How music makes you feel	
dark	loud	nostalgic	sleepy
upbeat	soothing	melancholic	relaxed
rhythmic	soft	romantic	energized

C **4.2** Listen again to the music from **A**. Work with a partner. Describe each piece of music.

Answers will vary

The easy listening music is very soft.

Yeah, it makes me feel very relaxed.

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Language Note

More musical genres: *pop, jazz, blues, rap, folk, R&B, alternative, indie*

More words for describing music: *melodic, rhythmic, bluesy, funky, uptempo, playful*

More feelings: *happy, sad, excited, calm, hopeful, anxious, discouraged, lost, bored*

EXTENSION ACTIVITY Have students work in small groups to add more words to both categories in the box. Tell group members to share any words they know. If necessary, let students use a dictionary. See **Language Note**.

LISTENING A traditional singer

Understanding accents

At first, an unfamiliar accent can be difficult to understand. Try to identify the vowel sounds that are different and listen to other examples of the same accent to increase your familiarity with it.



A ▶ **4.3** Iarla Ó Lionáird is a musician who sings in a style called *sean-nós*. Watch the video. Which country does *sean-nós* singing come from?

B ▶ **4.3** Watch again. Circle **T** for True or **F** for False.

- 1 Ó Lionáird sings in English. T **F**
- 2 Some of his relatives were also singers. T **F**
- 3 Ó Lionáird's teacher, Mrs. McSweeney, encouraged him to sing. T **F**
- 4 Ó Lionáird released his first solo album in 2014. T **F**

C CRITICAL THINKING

Personalizing What words would you use to describe Ó Lionáird's music? How does the music make you feel? Discuss with a partner. *Answers will vary*



Singer Iarla Ó Lionáird performing live

SPEAKING Talking about music



A ▶ **4.4** Fill in the blanks with the words you hear. Then listen again and pay attention to the weak form of some words.

A: What are you listening to?

B: Oh, it's a ¹ band called *The National*. Here, listen.

A: Hey, they're pretty good. I've never heard them before.

B: Yeah, they're not so famous, but they've been well-known / popular around a while. They've done a lot of albums. made / produced

A: This song's great. I love this kind of melancholic ² rock.

B: Me too. But they have a few really loud, upbeat songs, some / one or two too. Here, listen to this one.

A: Wow! I see what you ³ mean. Do you have many of their albums?

B: I have them all. And they have a ⁴ concert here in July. gig / show
I can't wait.

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

C Work with a partner. Tell each other about a band or singer that you like. Explain why.

I really like Norah Jones. She has some really romantic songs, and she has such a good voice.

Yeah, me too. I have a few of her albums.

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both describe the music and talk about how it makes them feel.

SPEAKING

A Ask students to fill in the blanks as they listen to the audio.

▶ **4.4** Play the audio. Have students check answers in pairs. Ask the following: *When is the speaker going to the concert?* (July) Point out the expression: *I can't wait*. Explain that this is a common expression to show your excitement about something that you are really looking forward to.

B Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutes for the words in blue.

➕ **SUPPORT** Play the audio again, pausing after each sentence so that students can repeat.

C Tell students to use the language from the lesson, as well as any additional terms that they brainstormed together in their discussion. Model the example with a volunteer. Have students work in pairs. Tell students to talk about a specific band or artist, and describe the music and how it makes them feel. After students discuss, ask for volunteers to share their conversations with the class.

➡ **EXTENSION ACTIVITY** Have students circulate around the room asking each other about the musical genre they like (*What kind of music do you like? What kind of music is on your phone?*) until they find someone with the same interests. When students find a partner who likes the same genre of music, tell them to stop to have a more detailed conversation about their favorite songs or bands.

LISTENING

Read **Understanding accents** aloud as students read along. Explain that since English is spoken by people all over the world, there is a large variety of accents among both native and non-native speakers. Identifying vowel sounds can help a listener become familiar with an accent. Note that in addition to the speaker in the audio being from Ireland, the TED speaker for this unit is from the Netherlands.

A Read the question. Point out that they only need to listen for that piece of information.

▶ **4.3** Play the video. Have students do the exercise individually. Check answers as a class.

B Give students time to preview the task.

▶ **4.3** Play the video again. Have students do the exercise individually. Check answers in pairs and discuss how to make any false statements true.

C CRITICAL THINKING If necessary, play the video again so that students can hear the music. Tell partners to use the language from the lesson to

4B

Just the right music

LESSON OVERVIEW

Aims: Understand an infographic about listening to music; use countable and uncountable nouns; ask and answer questions about music.

Infographic Summary: The kind of music we should listen to depends a lot on what we're doing at the time. The infographic shows four different activities and explains the best music to listen to, and why.

LANGUAGE FOCUS

A Give students time to look over the infographic. Check answers as a class. Note that classical music is best for two activities pictured.

B **▶ 4.5** Have students preview the task. Play the audio. Have students do the exercise individually. Check answers as a class. Ask students to share what kind of music they listen to when studying.

C Have students work individually to fill in the blanks with the words they hear.

▶ 4.6 Play the audio. Check answers as a class. Go over each noun and elicit if it is countable or uncountable.

★ CHALLENGE Elicit a class discussion about whether students agree with the idea that it is harder to study while listening to music with lyrics than to music without lyrics. Ask students to support their opinions by personalizing them with stories about their own study habits.

4B Just the right music

LANGUAGE FOCUS Discussing types of music

A Read the information. When should you listen to classical music? *studying and getting to sleep*

WHAT'S THE BEST MUSIC FOR ... ?

STUDYING

Best music: classical or instrumental music
Examples: Mozart's sonatas or Spanish guitar
Why? It makes it easier for you to concentrate and take in new information.



GETTING TO SLEEP

Best music: soft classical music
Examples: the works of Handel and Bach
Why? It slows down brainwaves and helps you relax.

EXERCISING

Best music: electronic, hip-hop, or pop songs
Examples: Lady Gaga's *Applause*
Why? It has a fast and regular rhythm.



DRIVING

Best music: pop songs with a gentle tempo
Examples: Justin Timberlake's *Cry Me a River*
Why? The rhythm matches your heartbeat and keeps you calm so you drive carefully.



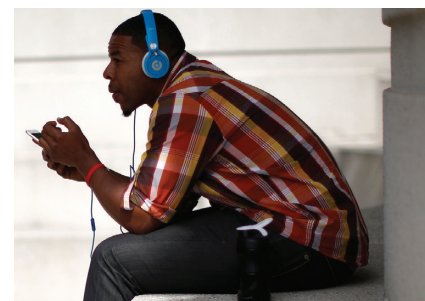
B **▶ 4.5** Listen to a music expert talk about the best music to listen to while studying. Circle the correct words to complete the recommendations.

- Listen to songs (with/without) words.
- Listen to (the radio/your favorite album).



C **▶ 4.6** Listen to a short lecture on the benefits of classical music. Fill in the blanks with the words you hear.

If you're a student who's ¹ struggling with too many exams, a little classical music might just help. According to many different ² academic studies, classical music has many benefits for your brain and body that can make a difference at exam time. It's been shown that listening to classical music has an effect on how much new ³ information you can learn. And if you're stressed or not getting much sleep, classical music can help, too. It can help you relax, and is also said to reduce blood ⁴ pressure.



SPEAKING Discussing musical preferences

A Read and study the language in the chart. Pay attention to the use of **countable and uncountable nouns**.

Talking about quantity	
Things you can count I like this song . I like these songs .	Things you cannot count I like this music .
There were too many people .	There was too much noise .
Do you have many songs on your phone? I have a lot of pop songs . I don't have many country songs .	Do you have much music on your phone? I have a lot of pop music . I don't have much country music .
How many people were at the concert? There were a lot / many . There were only a few .	How much traffic was there? There was a lot . There was only a little .

For more information on **countable and uncountable nouns**, see Grammar Summary 4 on page 125.

B Interview your partner and take notes. Try to use **countable and uncountable nouns** in your conversation. **Answers will vary**

What's the best music for ... ?	Music
getting to sleep	
when you feel sad	
a party	
during exercise	
studying late at night	
a long-distance train trip	
a romantic dinner	

What do you think is the best music for relaxing?

I think jazz is the best. It's very soothing.

C Work in a group. Discuss your favorite Chinese music, bands, or singers. How do they make you feel? **Answers will vary**

nouns function as a plural subject, while uncountable nouns are singular subjects. Point out the subject-verb agreement in the chart.

The chart also shows that *many* and *a few* are used for countable nouns, whereas *much* and *a little* are used for uncountable nouns. *A lot* is used with either countable or uncountable nouns.

B Give students time to look at the chart. Then have them walk around the classroom to ask each other questions. Model the example with a volunteer. Point out that the speaker who is replying gives the music genre and one more detail. Tell students to listen to the responses carefully so they can also ask each other good follow-up questions. Explain that they are going to report what they heard in the next activity.

C In small groups, have each student share his/her favorite Chinese music, bands or singers with their classmates. Ask them to share their feelings about them.

➡ **EXTENSION ACTIVITY** Have students work individually or in pairs to write a paragraph about music similar to the one in activity C of **LANGUAGE FOCUS**. Explain the goal is to use at least three countable and three uncountable nouns with quantifiers. Tell them that the information they write about does not have to be real. For example, they can write about an imaginary exam, a concert they didn't really attend, or a band that doesn't exist.

SPEAKING

A Have students look over the language chart. Draw students' attention to the nouns. Review the use of countable and uncountable nouns. Direct students to page 125 of the Student's Book for additional information.

➡ **EXTENSION ACTIVITY** Have students work in groups to brainstorm a list of countable and uncountable nouns related to music. Then have group members take turns choosing a word from the list and making a sentence with that word and a quantifier. Ask the

other group members to then decide if the word and quantifier were used correctly or not.

Grammar Note

The language chart introduces countable and uncountable nouns.

A *countable noun* can be easily quantified: It is something that you can refer to using a specific amount. An *uncountable noun* such as *water* or *music* cannot be easily quantified. Point out that most uncountable nouns don't have a plural form. Plural countable

4C

Why I take the piano on the road ... and in the air

LESSON OVERVIEW

Aims: Watch and understand a talk about music; learn how to provide background information.

Target Vocabulary: awe, unprejudiced, wonder

TED Talk Summary: After being moved by a piece of music by the composer George Frideric Handel, pianist Daria van den Bercken decided to travel the world to play his music for others. She has done this suspended above an audience, or while moving through a city on a truck. Van den Bercken talks about how she's learned that young children are the most open to music, and she hopes that we can all approach new, unfamiliar music with a similar sense of awe.

PREVIEWING

- A** Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word. Note that the expressions *be in awe* and *be full of wonder* are synonyms.
- B** Have students preview the task. Point out that they are making guesses about how she feels. If necessary, elicit the meaning of *melancholic*.
- ▶ **4.7** Play the video. Elicit comments on what students think her reaction is to each, and why.

4C

Why I take the piano on the road ... and in the air



TED TALKS

A few years ago, DARIA VAN DEN BERCKEN discovered George Handel's keyboard music. When she started to play it, she was in complete **awe**. What she experienced that day set her on a journey to share the beauty of music with others. Her idea worth spreading is that we should try to enjoy music the way a child does—full of **wonder** and with pure, **unprejudiced** amazement.

PREVIEWING

- A** Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.
- If you are **in awe of** something, you (**admire** / cannot appreciate) it.
 - You are likely to be full of **wonder** (**on a beautiful mountain** / in a dark room).
 - When you are **unprejudiced**, you have (**an open** / a closed) mind about something.



- B** ▶ **4.7** Watch van den Bercken play two pieces of music. How do you think she describes each piece? Circle your ideas.

Piece 1: a **melancholic** b relaxing **Piece 2:** a **energetic** b romantic

VIEWING



- A** ▶ **4.8** Watch Part 1 of the TED Talk. Circle the correct answers.
- Why was van den Bercken surprised by the music she found on the Internet?
a She didn't know Handel wrote keyboard music.
b It was extremely difficult to play.
 - Why was she "in awe" of the music?
a because it was so difficult to play
b because it changed from sad to energetic



- B** ▶ **4.9** Watch Part 2 of the TED Talk. Who does van den Bercken describe when she makes these claims? Check [✓] the correct column.

	7- and 8-year-olds	11- and 12-year-olds
1 They're willing to listen to classical music.	✓	
2 It's hard to get them to listen to classical music.		✓
3 The opinions of others matter to them.		✓
4 They listen to music without prejudice.	✓	

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VIEWING

- A** Have students preview the task.
- ▶ **4.8** Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class. Note that *keyboard* refers to a piano or similar type of instrument. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *day-to-day*, *fall in love*, and *state*.
- B** Have students examine the chart closely before watching. Encourage

students to guess the difference between the two age groups.

- ▶ **4.9** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class. Ask students if the information surprised them or not. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *are open to*, *count*, and *prejudice*.

C CRITICAL THINKING

Reflecting How have your musical tastes changed since you were a child? Discuss with a partner.
Answers will vary

VOCABULARY IN CONTEXT



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

PRESENTATION SKILLS Providing background information

During a presentation, it's often useful to include some information about your own background. This can help the audience understand why you're interested in the topic you're talking about.



A ▶ 4.11 Watch the excerpt. What background information does van den Bercken provide?

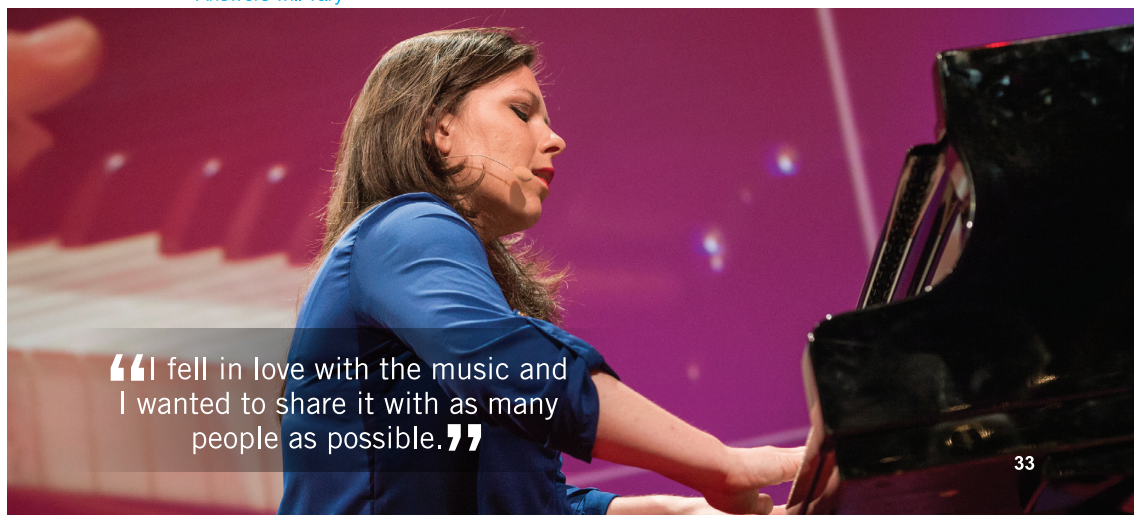
- a who first got her interested in learning the piano
- ☒ b how she learned something new about a composer
- c the first time she heard someone play Handel's music



B ▶ 4.12 Now watch two other TED speakers. Match the speakers to the background information they give. One is extra.

- | | | |
|----------------|----------------------------------|--------------------------------------|
| 1 A. J. Jacobs | <input checked="" type="radio"/> | a a meeting with a famous person |
| 2 Ann Morgan | <input checked="" type="radio"/> | b an email that inspired them |
| | <input checked="" type="radio"/> | c what they learned about themselves |

C Work in a group. Think of something you are passionate about. Now imagine you are going to give a presentation about it. What background information about yourself would you provide?
Answers will vary



C CRITICAL THINKING Read the question aloud. Have students work in pairs to share their tastes and experiences regarding music as a child. Ask them to think about what kind of music they mostly heard when they were growing up. Ask volunteers to share what they discussed with the class.

Language Note

Part 1
The modifier *day-to-day* is a synonym for *daily* or *everyday*.

Falling in love means being deeply attracted to another person; however, we can also fall in love with things that have great meaning to us.

The word *state* refers to a condition or feeling. The speaker says she was in a *state of pure, unprejudiced amazement* when listening to Handel.

TED TALKS

Part 2

To be *open* to something means that you are willing to experience it and are not coming with any prejudice. A *prejudice* is an unfounded, unreasonable opinion not based on experience.

When something *counts*, it is important enough to influence you.

➡ EXTENSION ACTIVITY Ask students to think about how the music they listened to as a child affected their musical tastes. Tell them to make a musical tree, similar to the family trees in Unit 3. Students should put the kind of music they heard as a child, and then try to trace the development of their musical interests. Have them share their musical trees with a partner.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read **Providing background information** aloud as students read along. Point out that this refers to personal background information, not information about the topic. Explain that this is a good way to engage their audience.

A Have students preview the task.

▶ 4.11 Play the video. Have students do the exercise individually. Check answers as a class.

B Have students preview the task.

▶ 4.12 Play the video. Have students do the exercise individually. Check answers as a class.

C Have students work in groups. Give them time to work individually to write notes about the topic and some personal background information. Then ask each student to share their topics and background information with their groups. Ask group members to comment on the useful and interesting information and what information they might not use.

4D

Musical choices

LESSON OVERVIEW

Aims: Create and discuss a list of meaningful songs; use language to describe music; talk about the influence of music in our lives.

COMMUNICATING

A Read the direction line aloud. Explain that students are going to be alone on an island. Ask them to think about what four songs they want to have with them. Point out that they will likely listen to those songs again and again. Give students time to think about their song list and write down the song names.

B Have students preview the task. Read the questions aloud. Tell students to answer these questions for each song on their list. If necessary, let students search online to get information about when the song was written. Note that the songwriter is often a different person than the singer. If this is the case, tell students to write the singer’s name after “Who wrote the song?” or to write both names if they know them.

Tell students to especially focus on the last question. Note that they will be discussing about this in more detail after their discussion, but for a different song.

C Have students work in pairs. Tell them to ask each other the questions in **B** as well as any other follow-up questions about the music, and why they like it. Encourage students to share personal stories about why the music is meaningful to them, while also explaining how it makes them feel. Read the useful phrases aloud for **Describing music**. Remind students of the language they learned in **Lesson A** as well. If time permits, have students turn to **Lesson A** for a quick review.

4D Musical choices

COMMUNICATING Desert island discs Answers will vary

A Imagine you are going to spend a year alone on a desert island. You can choose four songs to take with you and listen to while you’re there. Write your list in the space below.

1 _____

2 _____

3 _____

4 _____

B Look at the questions below and prepare to answer them for each song on your list. Research any information you don’t know.

Who wrote the song?	What words would you use to describe the song?
When was it written?	Why is it important to you?

C Work with a partner. Use the questions above to interview each other. Listen to each other’s songs. Tell your partner your opinion.

Describing music

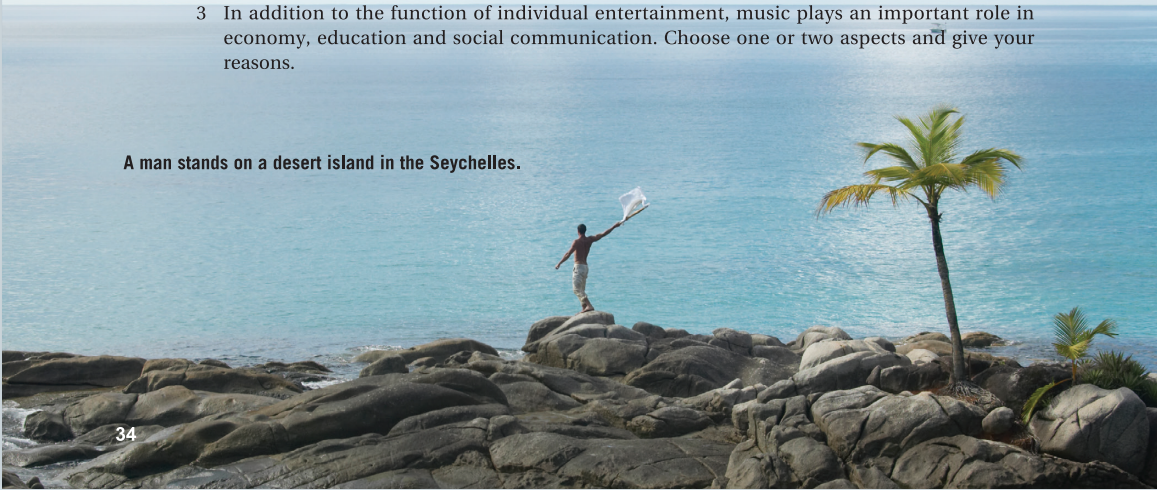
It makes me feel ... It sounds ... It reminds me of ... When I listen to it, I ...

CRITICAL THINKING The role of music in our lives

Discuss the following questions and statements in groups. Answers will vary

- 1 What kinds of music have a great effect on you? Why do you think those types of music are special?
- 2 Please illustrate your favorite Chinese music and give the reasons.
- 3 In addition to the function of individual entertainment, music plays an important role in economy, education and social communication. Choose one or two aspects and give your reasons.

A man stands on a desert island in the Seychelles.



Give students time to find their favorite songs online, on their phones, or on music players. If headphones are available, allow their use in class. Then tell partners to listen to each other’s music and talk about their own emotional responses.

partners to share personal stories about their own musical preferences. Point out that part of the reason something is special is because memories of the past influence how we think and feel. Ask for volunteers to share what kind of music affects them the most, and why.

CRITICAL THINKING

Read the questions aloud as students read along. Have the class brainstorm a list of descriptive words for talking about music and take notes. Give students a few minutes to think about their answers before discussing in pairs. Encourage

EXTENSION ACTIVITY Have students work individually to make a list of the top three songs that make them feel emotional. Tell them to list the songs and explain how the songs make them feel when they hear them being played, and why.

5 Good Design

“Trust me. One hundred percent of people care about flags.”

Roman Mars
Digital storyteller, TED speaker

UNIT GOALS

In this unit, you will ...

- learn about design.
- watch a TED Talk about good flag design.
- talk about meaningful designs.

WARM UP



▶ **5.1** Watch part of Roman Mars's TED Talk. Answer the questions with a partner.

- 1 Describe a flag you know well.
- 2 Do you think it has a good design? Why or why not?

Answers will vary

35

UNIT GOALS

The unit focuses on design, especially in regard to graphics such as a flag or coat of arms. Students will learn to talk about design and share opinions. Note that opinions and impressions of design are subjective, and students should feel comfortable expressing themselves openly throughout the unit, even when disagreeing. Ensure that the classroom is a respectful and open-minded environment for sharing.

TED Speaker

Roman Mars is a radio and podcast host who tells stories about design.

TED Talk Summary

Mars talks about the problem of bad design in city flags. His talk is presented like a radio show, during which he outlines the key elements of good flag design and shows examples of bad design. His message is that a flag is an important civic symbol that can unite a city.

Idea Worth Spreading

A good flag can bring beauty to a city, inspire pride in its residents, and even have a positive economic impact.

5

Good Design

WARM UP

Explain that the speaker hosts a radio and podcast program. Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit or review the meaning of *flag*.

Content Note

Mars's interest in flags comes from his interest in design. His podcast / radio show focuses on elements of design around us that we usually don't notice, but that nonetheless have an impact on our lives. According to Mars, city flags, while not something most people are aware of, actually affect how we feel about the place where we live.

▶ **5.1** Play the preview clip of the TED Talk.

For question 1, have students describe another country's flag in pairs. Then have a volunteer describe the students' country's flag for the class. If necessary, elicit a review of basic shapes first (e.g., *square, circle, triangle, rectangle, star*).

For question 2, tell students to share their impressions and feelings about the flag's design.

➡ **EXTENSION ACTIVITY** Ask students to work individually or in pairs to design a flag to represent the class. Note that students have not yet been introduced to the elements of good flag design. Don't teach these yet. Have students create what they think is a good flag design, and then later have them come back and review how successful their designs were.

5A

Elements of design

LESSON OVERVIEW

Aims: Learn words for describing design; listen to a designer talk about her work; practice talking about design.

Target Vocabulary: contrast, curved, huge, pale, rough, sharp, silky, smooth, subtle, texture, tiny, triangular, vibrant

VOCABULARY

A ▶ **5.2** Play the audio. Have students work individually to fill in the blanks with the words they hear. Check answers as a class. Remind them that there are words used in this paragraph to describe the elements of design.

B Ask pairs to brainstorm additional words for each category. Elicit words from each pair. Ask them to use the words in the textbook as well as the new words they come up with as language support through the unit.

C Tell partners to share their opinions. Ask them to support their like or dislike of the art with reasons. Model the example with a volunteer. Point out that in the example, the two speakers agree, but it's okay if partners disagree. Encourage students to ask each other follow-up questions, too.

A piece of art on display at the Smithsonian's National Museum of the American Indian, Washington

5A Elements of design

VOCABULARY Design elements



A ▶ **5.2** Fill in the blanks with the words you hear.

Everyone expected Rosie to wear bright colors, but instead she chose a ¹ subtle blue dress with a very big orange belt—the belt was huge! The contrast between these two colors was very ² dramatic. The texture of the fabric was really soft and ³ smooth. Across the shoulders at the top of the dress there were small, silver circles. Their round shape ⁴ matched her necklace, and their ⁵ curved lines were the same blue as her eyes. Beautiful!

B Work with a partner. Add more words to each category in the chart. *Answers will vary*

Colors	Lines	Shape	Size	Texture	Contrast
pale vibrant	thick straight	round triangular	large tiny	silky rough	weak sharp

C Do you like the art in the picture above? Why or why not? Discuss with a partner. *Answers will vary*

I like it. The colors are really vibrant.

Me too. I like the bright colors and the curved lines.

Language Note

Some additional words for each design category include the following:
colors: *dark, bold, dull*
lines: *thin, zigzag, rounded*
shapes: *circular, rectangular, oval*
size: *medium-sized, average-sized*
texture: *bumpy, grassy, scratchy*
contrast: *weak, bold, fuzzy*

➡ **EXTENSION ACTIVITY** Have students work in pairs to write a review of the artwork pictured based on what they discussed in their conversations. Tell them to recommend that others go or avoid going to see an exhibition of this art.

LISTENING A designer's advice

Identifying changes in topic

There are certain phrases in English that are used to signify a change in topic.
In regard to ... As far as ... is concerned Regarding ...



- A ▶ 5.3 Sarah Lafferty is an interior designer. Watch and complete the quote she gives.

"Have nothing in your houses that you do not know to be ¹ useful or believe to be ² beautiful." William Morris, designer

- B ▶ 5.3 Watch again. Circle the correct option to complete the sentences.

- Lafferty's parents were architects / interior designers).
- Lafferty studied (interior / textile) design at university.
- Lafferty wants the houses she designs to reflect her (clients' / own) tastes.

C CRITICAL THINKING

Applying Look again at the quote by William Morris. If you apply this idea to your own home, what would you need to change? Discuss with a partner.



Designer Sarah Lafferty

SPEAKING Talking about design



- A ▶ 5.4 Fill in the blanks with the words you hear. Then listen again and pay attention to the sentence stress.

A: What do you think of this one?

B: This one? Don't you think the colors are a bit too ¹ bright ? strong / vibrant

A: No, I love the colors. And the shape is ² perfect for our living room. ideal / just right

B: Yeah, but I don't think it will ³ go with the rest of our furniture. match / look good with

A: Why not?

B: All our other furniture is brown. This has yellow and pink stripes.

A: Our walls are yellow.

B: Yeah, but it's a very ⁴ pale yellow. Can we look at something light / soft else, please?

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

- C Work with a partner. Turn to page 111. What do you like and dislike about each piece of furniture?

I like the shape and the colors.

I agree. But I think they're too bright.

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SPEAKING

- A Ask students to fill in the blanks as they listen to the audio.

▶ 5.3 Play the audio. Have students check answers in pairs. Point out the expression: *What do you think of this one?* Explain that this is a useful way to ask someone's opinion when you are looking at an object (or picture of an object) together. It could also be used for asking about a song if the speakers are listening to it together.

- B Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutes for the words in blue.

+ SUPPORT Play the audio again, pausing after each sentence so that students can repeat.

- C Have students look at the furniture pictures. Model the example with a volunteer. Tell students to use the language that they've learned in the lesson to share their opinions. Remind students that a variety of opinions make for a more interesting conversation, and design is a subjective topic.

Content Note

William Morris was a designer from England who lived in the 19th century. During his life he was well known for his poetry, but after his death he later became recognized as one of the most influential designers in Victorian England, especially in regard to arts and crafts. His company Morris & Co is still selling fabric and wallpaper today.

LISTENING

Read **Identifying changes in topic** as students read along. Tell students that when they hear these phrases, they can recognize that a new topic is going to be brought up.

- A Have students preview the task. Explain that students only need to listen for the quote to complete the sentence.

▶ 5.3 Play the video. Have students do the exercise individually. Check answers in pairs.

- B Have students preview the task. Tell them to listen this time for details.

▶ 5.3 Play the video again. Have students do the exercise individually. Check answers as a class. Elicit some additional details about the listening.

- C CRITICAL THINKING Give students time to think about how to apply the quote to their own homes. Point out that what is necessary and what is beautiful will differ for each person. Have students discuss in pairs by explaining what is in their house now that is necessary and beautiful, and what is not.

5B

Signs of the times

LESSON OVERVIEW

Aims: Understand an infographic about coats of arms; use prepositions of place; design and present a personal coat of arms.

Infographic Summary: An introduction and explanation are given about the typical features that appear on coats of arms.

LANGUAGE FOCUS

A Give students time to look over the infographic. Check answers as a class. Ask students to add any background information they have about coats of arms.

B Have students preview the task.

▶ **5.5** Play the audio. Have students do the exercise individually. Check answers as a class. Elicit the answer to a more detailed question about the audio.

Ask *What else can supporters be other than animals?* (people)

C Have students preview the task and fill in the blanks with the words they hear.

▶ **5.6** Play the audio. Have students check answers in pairs. Remind them that there are several prepositions of place used in this paragraph, which will be learnt in the following part.

➡ **EXTENSION ACTIVITY** Ask what the signs mentioned in the paragraph look like in China. Have one student describe the yield sign, traffic light, or other sign, as another student draws it on the board. Use this as a warm-up for the **Speaking** activity to follow.

5B

Signs of the times

LANGUAGE FOCUS Discussing elements of design

A Read the information. What were coats of arms originally for? to show identity in battle

COATS OF ARMS

were originally used to establish identity in battle. They later evolved to show family descent, property ownership, and profession. Each coat of arms is unique but they have many of the same elements.



B ▶ **5.5** Listen to an expert explain the parts of a coat of arms. Circle the correct words.

- 1 (All Not all) coats of arms have a motto.
- 2 Sometimes the motto is (below / on) the shield.
- 3 The two supporters are (always usually) animals.
- 4 The shape of the shield (has / has no) meaning.



C ▶ **5.6** Listen to a discussion about road signs in Europe. Fill in the blanks with the words you hear.

Most countries in Europe use similar road signs. This makes it easy for visitors to understand them. For example, a yield sign is ¹ in the shape of an inverted triangle. It's white or yellow and has a red ² border around it. A traffic light sign is similar, but the triangle is not inverted—the wide part is at the bottom. There are three ³ circles inside the triangle. The one at the top is red. The one ⁴ in the middle is yellow, and the bottom one is green, just like a traffic light. There are ⁵ no words on the sign.



A traffic light sign

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Content Note

In Roman times, a coat of arms was used on shields to identify military groups. By the 1400s, the coat of arms more commonly identified families and would be passed down from generation to generation. In modern times, some companies also have coats of arms.

SPEAKING Designing a coat of arms

A Read and study the language in the chart. Pay attention to the use of **prepositions of place**.

Talking about place and position	
There's a horn on the unicorn's head. Some shields are in the shape of a square.	There's a unicorn on the left / on the right . There's a lion to the left of / to the right of the shield.
There's a banner at the top . The family name is at the bottom .	The motto is above the crest. The family name is below the shield.
The shield is in front of the mantle. The mantle is behind the shield. There's a border around the shield.	Three gray flowers are in / inside the blue square. The shield is in the center / in the middle .

For more information on **prepositions of place**, see Grammar Summary 5 on page 125.

B You are going to design your own personal coat of arms. Look back at the coat of arms on page 38. Decide on a motto and the different design elements. Draw your design, but don't show it to anyone.

C Work in a group. Describe your coat of arms. Your group members will try to draw it. Then choose one that is the closest to your original. Try to use **prepositions of place** in your description.

There are two supporters. The one on the left is a dolphin. The one on the right is a whale.

Okay. What pattern is on the shield?

B Have students preview the task. Tell them to work individually. Explain that they should use the information that they learned in the **Infographic** and audio about coats of arms to design their own. Point out that it should represent themselves or their families. Give students enough time to design and draw the coat of arms.

C Have students preview the task. Tell them to work in groups to introduce their coat of arms by only describing it. Explain that their groups will try to draw their coat of arms as they describe it. Model the examples with a volunteer. Point out that a group member can ask questions to get more details while drawing, similar to the speaker in the example.

Have group members reveal their drawings to the speaker first, and then have the speaker show the group the actual coat of arms. Ask the speaker to decide which one is the closest to theirs.

★ **CHALLENGE** Ask students to comment on the experience of listening to the descriptions and trying to draw the coat of arms. Which ones were easiest to draw, and why? Note that students will learn later in the unit that simplicity is a key element to good design.

SPEAKING

A Have students look over the language chart. Draw pictures of the items being described on the board, and have students point out the location according to the sentence. Direct students to page 125 of the Student's Book for additional information.

Grammar Note

The language chart introduces prepositions of place, which indicate where something is found in relation to something else. Note that these prepositions will be useful to help students describe physical items, as well as images.

5C

The worst-designed thing you've never noticed

LESSON OVERVIEW

Aims: Watch and understand a talk about flag design; learn how to number with key points.

Target Vocabulary: engage with, mission, pay attention to

TED Talk Summary: Roman Mars presents his radio show on the TED Talk stage to share his interest in flag design. He offers commentary on a range of city flags in order to introduce the key elements of well-designed flags: simple design, meaningful symbolism, two or three colors only, no seals, no signs, no writing, and uniqueness. Mars believes city flags are a form of art and can affect how residents feel about a city.

PREVIEWING

- A** Have students read the paragraph. Check answers as a class, eliciting sample sentences for each vocabulary word.
- B** Give students time to look over the pictures and share their thoughts and opinions with a partner.

VIEWING

- A** Have students preview the task.
- 5.7** Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class.

5C

The worst-designed thing you've never noticed

TED TALKS

ROMAN MARS tells stories about design on the radio. His **mission** is to get people to **engage with** designs they find compelling so that they begin to **pay attention to** all forms of design. He especially loves flags. His idea worth spreading is that a well-designed city flag can be an object of beauty, strengthen civic pride, and have economic benefits.



PREVIEWING

- A** Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.
- 1 A **mission** is something you (need / don't need) to do.
 - 2 If you **engage with** something, you (ignore / show interest in) it.
 - 3 When you **pay attention to** something, you (buy / concentrate on) it.
- B** Look at these flags of Canada and San Francisco. What do you like about each design? *Answers will vary*



VIEWING



- A** **5.7** Watch Part 1 of the TED Talk. Which flag does Mars prefer? Why? Discuss with a partner. *He prefers the flag of Canada because it's well designed.*
- B** Read the following excerpt from Part 1 of the TED Talk. How does the San Francisco flag compare with what you know about the flag of Canada? Discuss with a partner.
- "So when I moved back to San Francisco in 2008, I researched its flag, because I had never seen it in the previous eight years I lived there."

Answers will vary

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Language Note

Part 1

The *gold standard* means the best representation possible.

To be *obsessed with* something means that you think about it quite often.

The expression *trust me* is used when your audience should agree with you.

Something that is *lacking* is in short supply.

Part 2

Mars says *one-by-one-and-a-half inch* to describe the exact size of the small

rectangle that flag designers should practice their designs in, meaning one inch vertical and one-and-a-half inches horizontal.

When something *has got to go*, it should be replaced with something better.

To do something *unfettered* means you have no rules.

Part 3

To *rally* means to come together to support something.

Vexillology refers to the study of flags.

A *trademark symbol* claims your legal rights to a word or image.



C ▶ 5.8 Complete the notes below with words from the box. Watch Part 2 of the TED Talk to check your guesses.

bigger	colors	name	enlarge
middle	simple	simplify	writing

Five principles of flag design	To improve San Francisco's flag:
1 Keep it <u>simple</u> .	Remove the motto.
2 Use meaningful symbolism.	Remove <u>name</u> .
3 Use only two to three basic <u>colors</u> .	<u>Enlarge</u> border.
4 Do not use <u>writing</u> of any kind.	Make the phoenix (bird) <u>bigger</u> and move to <u>middle</u> .
5 Be distinctive.	<u>Simplify</u> or stylize the phoenix.

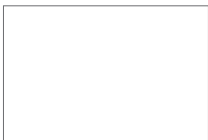


D ▶ 5.9 Watch Part 3 of the TED Talk. Check [✓] the statements that Mars would probably agree with.

- ☒ City flags can bring people together.
- ☒ Pocatello has a terrible flag.
- ☐ A good flag should have a trademark symbol.

E CRITICAL THINKING

Applying To design a great flag, Mars says you should first draw a rectangle of this size so that you can see it from a distance. Draw a flag you know in the space to the right. Based on this, does your flag have a good design?



VOCABULARY IN CONTEXT



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

PRESENTATION SKILLS Numbering key points

Numbering your points in your talk (*one, two, three, or first, second, third, etc.*) can help your audience follow along more easily.



A ▶ 5.11 Watch the excerpt. Notice how the points are numbered.



B ▶ 5.12 Now watch excerpts of TED speaker A. J. Jacobs giving four reasons why a world family tree is important. Circle the numbers you hear.

- 1 One / First 2 Two / Second 3 Three / Third 4 Four / Fourth

C Work in a group. Think of three things you learned in this unit. Then share them using numbers.

I learned three things about flags. First, most cities have them. Second, ...

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B Have students preview the task. Ask them to discuss their ideas in pairs before studying a class discussion.

Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *trust me* and *lacking*.

C Have students preview the task. Explain that they should finish the notes based on what they have learned so far, as well as what they predict they will hear in Part 2.

▶ 5.8 Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers in pairs.

Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *trick*, *one-by-one-and-a-half inch*, *that's got to go*, and *unfettered*.

D Have students preview the task. Note that students will have to infer some of the answers based on what Mars says.

▶ 5.9 Play Part 3 of the TED Talk. Have students do the exercise individually. Check answers as a class. Elicit reasons for students' answers.

Explain the meaning of any unfamiliar language. Suggestions for Part 3

include *rally*, *vexillological*, and *trademark symbol*.

E **CRITICAL THINKING** Have students work individually to draw the flag. Then have them share with a partner what they think about the design based on this test. Ask volunteers to share thoughts with the class.

▶ **EXTENSION ACTIVITY** Have students work in pairs. Ask students to share which flag in the TED Talk is their favorite, and why. If students did the **Extension Activity** for the **Warm Up**, have them go back to their class flags and evaluate their partner's based on what they have learned in the unit.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Numbering key points** as students read along. Elicit what part of his presentation content Mars numbered (the key principles of flag design).

A Have students preview the task. Tell them to pay attention to how Mars uses numbering.

▶ 5.11 Play the video. Have students do the exercise individually. Ask students if he did anything else to help his audience remember these points. (He showed a visual that listed them.)

B Have students preview the task.

▶ 5.12 Play the video. Have students do the exercise individually. Check answers as a class. Elicit any other language that speakers can use to number (*Firstly*, *Secondly*, *Thirdly*, *First off*, *Next*, *Lastly*, *Finally*).

C Give students time to think about what three points they want to list before getting in groups. Tell them to take turns explaining the three things they learned.

5D

Meaningful design

LESSON OVERVIEW

Aims: Design a city flag; talk about meaning.

COMMUNICATING

- A** If students live in different places, have them use the city where their university is located and repeat the activity. If necessary, give students time to search online to learn some additional interesting background about the city.
- B** Tell groups to discuss different shapes, colors, and design ideas that they think will work well for the information about the city. Remind students of the small rectangle test that can help them see if a design works well from a distance. Read the principles aloud for students to review.
- C** Ask groups to draw their final design on a larger piece of paper. Explain that they are going to present the flag to the class, explaining the elements and talking about meaning. Read the phrases for **Talking about meaning**, and encourage students to use them in their presentations. Let groups practice their presentations before giving them to the class.

★ **CHALLENGE** Have the class vote on their favorite flag design.

CRITICAL THINKING

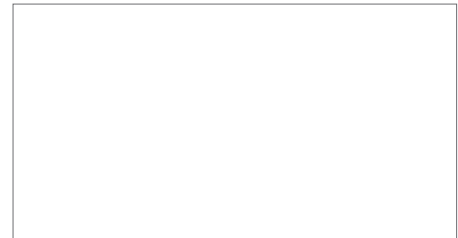
Read the questions and statements aloud as students read along. Give students a few minutes to think about their answers before discussing in groups. If necessary, give students a short amount of time to do some research online before discussing. Encourage students to use the vocabulary and language from the unit when sharing their opinions. Ask for volunteers to share what they discussed with the class.

5D

Meaningful design

COMMUNICATING A new city flag

- A** Work with a partner. You are going to design a flag for your city. First, write down four or five things that your city is famous for. Think about famous places and historical events.
- B** Work together to design and sketch your flag. Keep Roman Mars's principles of design in mind.
- 1 Keep it simple.
 - 2 Use meaningful symbolism.
 - 3 Use only two to three basic colors.
 - 4 Do not use writing of any kind.
 - 5 Be distinctive.



- C** Draw your flag on a bigger sheet of paper. Then present your flag to the class. Explain what the different parts of your flag represent and any other design choices you made.

Talking about meaning

What is the meaning of ... ?

What does ... represent?

What does ... symbolize?

It means ...

It represents ...

It symbolizes ...

CRITICAL THINKING Meaningful designs

Discuss the following questions and statements in groups.

- 1 What's the most important element in a design? *Answers will vary*
- 2 Can you describe the Olympic flag in detail? Where does the design idea come from? What do those linked circles and colors symbolize and represent? *Answers will vary*
- 3 Introduce a design with Chinese style and talk about the story behind it. *Answers will vary*

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EXTENSION ACTIVITY Have students work individually or in pairs. Explain that they are going to present their favorite flags. Ask them to find out what the symbols mean. Tell them to use the principles Mars introduces in this unit to evaluate how effective the flag's design is. Have them print out a picture of the flag if possible.

6 Inspiration



Jarrett Krosoczka
Author, TED speaker

UNIT GOALS

In this unit, you will ...

- learn about inspirational people.
- watch a TED Talk about the events that inspired an author's career.
- talk about how inspirational people motivate us and change our lives.

WARM UP



▶ **6.1** Watch part of Jarrett Krosoczka's TED Talk. Answer the questions with a partner.

- 1 What kind of books does Krosoczka write? [Children's books](#)
- 2 Why did Krosoczka think the trick-or-treater was "so cool"? [They were dressed as a character from one of his books.](#)

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UNIT GOALS

The unit focuses on inspiration. Students will talk about inspiring people from history and their lives. They will watch a video about how inspiring people motivate us and change our lives. Students will share personal stories and explore how others have influenced them.

TED Speaker

Jarrett Krosoczka is the author and illustrator of children's books and graphic novels.

TED Talk Summary

Jarrett Krosoczka tells the story of how he became successful despite having a childhood that was filled with challenges. He talks specifically about the many people along the way who gave him inspiration by praising his drawings and encouraging him to continue. This helped him believe in himself and persevere despite setbacks. Now he publishes books and works to inspire others.

Idea Worth Spreading

Inspiration comes from many surprising places, and we can use our talents to pass on that inspiration to others.

6

Inspiration

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit or review the meaning of *trick-or-treater*.

Language Note

Trick-or-treating is a tradition that is part of Halloween, a holiday celebrated on October 31 every year. Halloween is mostly celebrated in the United States, but the holiday is growing in popularity worldwide. On Halloween night, children dress up in costumes and go door-to-door in their neighborhoods to ask for candy. The custom is called *trick-or-treating*, and the revelers are referred to as trick-or-treaters.

▶ **6.1** Play the preview clip of the TED Talk.

For question 1, note that students will infer their answers, so ideas may vary. If a trick-or-treater dressed up as his character, it is likely that he writes books with cartoons in them, probably for kids. In fact, Krosoczka writes and illustrates picture books and graphic novels for kids.

For question 2, ask students to imagine how they would feel if they were an author, and a trick-or-treater came to their house dressed up like one of their characters. For Krosoczka, it was an exciting moment as he felt the reality of his success as an author who inspires kids.

➡ **EXTENSION ACTIVITY** Ask students to look at the photo of Krosoczka in his studio on page 43 of the Student's Book. Have students work in pairs to discuss the positive and negative aspects of working as an author/illustrator.

6A

Inspiring people

LESSON OVERVIEW

Aims: Learn words for talking about inspiring people; listen to someone talk about their inspiration; practice talking about inspiring people.

Target Vocabulary: be a role-model, change someone's life, encourage someone, give advice, show someone that, support someone

VOCABULARY

A Have students work individually to complete the sentences.

6.2 Play the audio and check answers as a class. Go over each sentence and the meaning of the vocabulary term.

B Explain that students are going to rewrite two or three sentences using personal information. Tell students to think about who supported, inspired, or gave them great advice or encouraged them to change. Ask them to think about people who made an impact on their lives. Read the example sentence in the blue bubble.

Give students a few minutes to think about their lives and write the sentences.

C Have students work in pairs. Model the example with a volunteer. Point out that the partner who is listening can ask follow-up questions like in the example. Tell students to use this activity as a chance to share and get to know each other better.



A boy and his father launch a model rocket.

6A Inspiring people

VOCABULARY Sources of inspiration



A **6.2** Fill in the blanks with the words you hear.

- “When I met my best friend Maria, she completely changed my life.”
- “My biology teacher, Mrs. Chang, encouraged me to become a scientist.”
- “My first boss was a great role-model for me when I first started work.”
- “My mother showed me that it's possible to stay positive even in difficult times.”
- “I was lucky that my parents always supported my career in music.”
- “My grandfather always gave me great advice when I was young.”

B Change two or three of the sentences in **A** to make them true for you.

C Work with a partner. Read your sentences to each other. Ask questions as you listen.

My older brother was a great role-model for me when I was a child.

Yeah? In what way?

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Language Note

A *role-model* is someone whom others admire and want to be like.

When you *give advice* to someone, you try to make suggestions to guide them in making positive choices.

To *follow your heart* or *follow your passion* means that you choose to do what makes you feel happy and fulfilled.

EXTENSION ACTIVITY Ask students to think of a time when they supported or encouraged someone. Tell them to share the story with their partner. What happened after the experience? How did the other person's life change?

LISTENING My inspiration

Hedging

It is common for English speakers to use certain words or phrases to indicate uncertainty. Common hedging words include:

probably possibly maybe perhaps



A ▶ **6.3** Franklin Chang Díaz is a former NASA astronaut. Who does he describe as his "number one hero"? Watch and circle the correct answer.

- a his science teacher b a famous astronaut
c his father

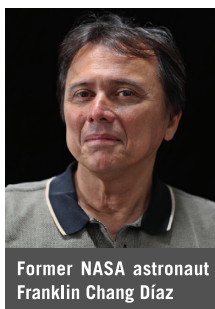
B ▶ **6.3** Watch again. Circle T for True or F for False.

- 1 As an astronaut, Chang Díaz went into space only once.
2 Chang Díaz became interested in space when he was a child.
3 Chang Díaz's father was a scientist.
4 Chang Díaz believes he is an inspiration for others.

T F
T F
T F
T F

C CRITICAL THINKING

Inferring Chang Díaz says that "Inspiration is in many ways a bit of a chain." What does he mean by this? Discuss with a partner. *Answers will vary*



Former NASA astronaut
Franklin Chang Díaz

Díaz's father was a risk taker, and that made him want to take risks and live an exciting life, too.

C CRITICAL THINKING Read the quote aloud. Note that students' answers will be inferred somewhat based on what they heard in the video. When Díaz refers to *a chain*, he means that it gets passed on from one person to another. If we live inspiring lives, our children and grandchildren will see that and be inspired, too.

SPEAKING Talking about an inspirational person



A ▶ **6.4** Fill in the blanks with the words you hear. Then listen again and pay attention to the liaison.

- A: When did you ¹ graduate from university?
B: About three years ago. I ² kind of miss being a student. A couple of / Just a few
A: I know what you mean. What did you study? did you major in / was your major
B: Business administration. What about you?
A: I majored in music.
B: Yeah? Why did you ³ choose that?
A: I had a great music teacher at school.
She really inspired me. was really inspiring / was an inspiration
B: That's cool.
A: Yeah. She always told me to follow my ⁴ passion in life. advised me to / said that I should
It was really great advice.

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

C Think of three inspiring people. Use these examples or think of others. Tell your partner why they inspire you.

a family member a teacher a leader an athlete a historical figure

Serena Williams is really inspiring. She's an amazing athlete who never gives up and always wants to improve.

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LISTENING

Read **Hedging** aloud as students read along. Explain that to *hedge* means to use words that keep you from being totally committed to what you're saying. By hedging, you are inserting a degree of uncertainty. Read the words aloud as students practice pronunciation.

A Read the question aloud. Point out that they only need to listen for that information. Encourage them to predict what the answer is going to be.

▶ **6.3** Play the video. Have students do the exercise individually. Check answers as a class. Ask students if they predicted it would be his father, or if they thought it might be someone else.

B Give students time to preview the task.

▶ **6.3** Play the video again. Have students do the exercise individually. Check answers in pairs. Elicit some more information about the video. Ask the following: *What word does Díaz use to describe his father? (adventurer)* Elicit what this means and how it inspired Díaz. If necessary, explain that

SPEAKING

A Ask students to fill in the blanks as they listen to the audio.

▶ **6.4** Play the audio. Have students check answers in pairs. Ask the following: *When did the speaker graduate from the university?* (about three years ago) Point out the expression: *That's cool*. Explain that this is a casual phrase to show that you find something interesting or impressive.

B Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutions for the words in blue.

➕ **SUPPORT** Play the audio again, pausing after each sentence so that students can repeat.

C Read aloud the kinds of inspiring people students can talk about. Point out that the person can be someone students know personally, someone famous, or someone historical. Elicit some other possibilities: a friend, a boss, a coach, etc. Model the example aloud. Elicit why the speaker finds Williams so inspiring (She never gives up and always wants to improve).

➡ **EXTENSION ACTIVITY** Ask students to create a timeline of inspiring encounters in their lives. Tell them to mark points on the timeline when someone gave them good advice or inspired them to make a change. Have them also write the events that happened after that encounter. Have students explain their timeline to a partner or small group.

6B

Inspiring words

LESSON OVERVIEW

Aims: Understand an infographic about famous inspirational people; use reporting verbs; report advice given by others.

Infographic Summary: A survey of 2,000 people voted that the three most inspiring people in history were Nelson Mandela, Mahatma Gandhi, and Steve Jobs.

LANGUAGE FOCUS

A Before students open their books, tell them that they are going to see the top three results of a survey about the most inspiring people of all time. Direct students to write their guesses as to who these three people are. Then have them open their books to check.

Give students time to look over the infographic. Have a class discussion to elicit any additional information about each person.

B Have students preview the task. Point out that both people are mentioned somewhere in the infographic.

6.5 Play the audio. Have students work individually to complete the chart. Check answers in pairs. Elicit more details about the two people. Ask the following:

What is da Vinci most known for? (painting)
Whose picture did Frida Kahlo paint the most? (herself)

C Give students time to preview the task and fill in the blanks with the words they hear.

6.6 Play the audio. Have students check answers as a class.

★ CHALLENGE Have students work in pairs to go online and find some examples of Frida Kahlo's paintings. Ask them to share their impressions with each other.

6B

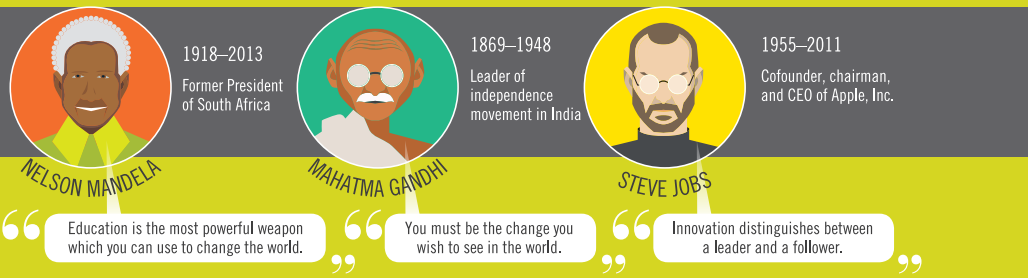
Inspiring words

LANGUAGE FOCUS Discussing inspirational people

A Read the information. What else do you know about these people? *Answers will vary*

THE WORLD'S MOST INSPIRATIONAL PEOPLE

A recent survey identified 50 of the world's most inspiring people. Here are the top 3.



THESE PEOPLE ALSO MADE THE LIST: Leonardo da Vinci (Italy), Anne Frank (Germany), Frida Kahlo (Mexico), Bob Marley (Jamaica), Coco Chanel (France), Stephen Hawking (England), Martin Luther King, Jr. (U.S.).



B **6.5** Listen to someone talk about two people he admires. Complete the chart.

Who does he admire?	Why does he admire them?
1 Leonardo da Vinci	He was good at so many things.
2 Frida Kahlo	She was such a strong person.



C **6.6** Listen to a short biography of Frida Kahlo. Fill in the blanks with the words you hear.

At 18 years of age, Frida Kahlo was ¹ involved in an accident that changed her life forever. Her school bus hit a streetcar, and she broke her back. She had to spend many months in bed. During this time, she discovered her love of painting. Kahlo painted many ² self-portraits. She once said that she painted herself because she was the subject she knew best. After her long ³ recovery, she met painter Diego Rivera. He recognized her ⁴ talent and told her to keep painting. A few years later, Rivera said that he wanted to marry her. She told him that she was happy to become his wife and accepted his marriage ⁵ proposal. It would be the beginning of a long but difficult marriage.



Frida Kahlo

SPEAKING Getting advice

A Read and study the language in the chart. Pay attention to the use of **reported speech**.

Reporting what someone said		
"I admire Frida Kahlo."	He said He told me	(that) he admired Frida Kahlo.
"I don't know much about her."	He said He told me	(that) he didn't know much about her.
"Follow your dreams." "Don't be afraid."	He told me to follow my dreams. He told me not to be afraid.	

For more information on **reported speech**, see Grammar Summary 6 on page 125.

B Think of two people who gave you advice. Complete the chart with notes.

	Person	Advice
1		
2		

C Work in a group. Share the advice from B. Can others guess who gave you the advice (and if you took it)? Try to use **reported speech** in your conversation.

Someone told me to take up acting in high school.

Was it a teacher?

In reported speech, the word *that* can optionally follow the reporting verb: *He said that she inspired him.* / *He said she inspired him.*

The verb *tell* is always followed by the object who received the information: *He told me that she inspired him.* When *tell* is used to report a command or advice, the verb is in the infinitive: *He told me to go to school.*

B Give students time to think about useful advice they have received in the past. Tell them to write it in the chart as a direct quote.

C Tell students that they are going to share the advice in groups. Model the example with a volunteer. Point out that the speaker uses *someone* instead of naming the person who gave the advice. Explain that this is because groups will listen to the advice and try to guess who said it. Tell groups to also comment on whether they think the advice was followed or not. Ask the speaker to reveal who gave the advice and how it changed or didn't change their lives.

➡ **EXTENSION ACTIVITY** Have students look at the full list of 100 inspirational people online at raconteur.net/culture/the-worlds-most-inspirational-people. Ask them to choose one person on the list and find out more about him or her. Tell students to work individually to write a paragraph about the person to read to the class. Tell them to include one quote by the person and introduce it using reported speech.

SPEAKING

A Have students look over the language chart. Draw their attention to the verbs being used and the verb tenses. Explain the use of reported speech. Direct students to page 125 of the Student's Book for additional information.

Grammar Note

The language chart introduces reported speech using *said* and *told*. Reported speech paraphrases a direct quote. It communicates what that person said without using the exact same language.

Note that in reported speech, there is often (though not always) a change in tense from direct speech. This is illustrated in the grammar chart, where the direct speech is in simple present tense, but when reported, the tense changes to the simple past.

D CRITICAL THINKING

Inferring Why do you think Krosoczka has a framed photo of the Monkey Boy cake on his desk?
Answers will vary



VOCABULARY IN CONTEXT



▶ 6.10 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.b 2.a 3.b

PRESENTATION SKILLS Using your voice effectively

You can make your presentation clearer and more memorable by using your voice effectively. You can raise or lower your voice, stress words, vary your speed, pause, or even change your voice to indicate you're quoting another person.



A ▶ 6.11 Watch part of Jarrett Krosoczka's TED Talk. Notice how he speaks very softly when he's telling the story of the visiting author. Why do you think he does this? Answers will vary



B ▶ 6.12 Now watch two other TED speakers. What does each person do with his voice? Choose the correct answers.

- 1 A. J. Jacobs
a He speeds up and stresses key words. b He slows down and speaks very softly.
- 2 Roman Mars
a He makes his voice much higher. b He slows down and pauses between words.

C Work with a partner. Read the text below in different ways. How does the meaning change?

emphasizing key words pausing at key moments using your grandmother's voice

My grandmother was an inspiration to me. One day I was upset with a grade I got at school, and she said, "Just do your best. No one should expect more than that." I looked at her for a moment but didn't say a word. And deep in my heart, I knew she was right.

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D CRITICAL THINKING Read the question aloud. Have students work in pairs to discuss their thoughts and opinions.

Language Note

Part 1
What you *do for a living* refers to your job.

When someone *saunters*, they walk slowly with a smooth stride.

The term *imagination* can refer to our ability to be creative in our thinking, as well as our ability to pretend or imagine stories.

Part 2
Something that is *funny* is humorous.

The *ninth grade* is the first year of high school in the U.S. education system.

TED TALKS

A *commotion* is a loud noise that disturbs others.

A *cartoonist* draws comics.

When *the color drains from someone's face*, he or she is having a strong emotional reaction to a situation.

Part 3
RISD stands for Rhode Island School of Design, the college that Krosoczka attended.

When someone *sets up shop*, he or she starts a new business.

When Krosoczka says he "*happened*" to be in New York, the emphasis on the word *happened* (in the script, it is in quotation marks) shows us that actually he didn't just happen to be there; he went there on purpose.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Using your voice effectively** as students read along. As you read, demonstrate each of the techniques listed for using your voice.

A Have students preview the task. Point out that they will have to infer his purpose by observing the context of the situation.

▶ 6.11 Play the video. Have students do the exercise individually. Check answers as a class.

B Have students preview the task.

▶ 6.12 Play the video. Have students do the exercise individually. Check answers as a class. Play the video again if necessary to go over how each speaker uses their voice.

C Go over the meaning of the three techniques listed. Explain that students can use the tone of their voice to emphasize keywords. Note that the emphasis and delivery will change, and that may affect how some people interpret the meaning of the story.

6D

A world of inspiration

LESSON OVERVIEW

Aims: Create and discuss a fictional dinner party; use language to ask about what someone knows.

COMMUNICATING

- A** Have students work individually. Tell them that they can include people they’ve talked about in activities during the unit. Ask students to list as many people as they can think of. Tell them to use the categories given and to also think about people they admire.
- B** Have students work in pairs. Tell them to share their lists, giving reasons for each person. Read the phrases for **Asking about what someone knows**. Explain that students can use any of these phrases to introduce the person to their partner. Note that these phrases are also useful to introduce any facts or history about the person when explaining further about one of their choices. Ask pairs to then decide which six people to invite to their dinner party. Point out that they don’t have to choose only famous people, but can include personal heroes as well.

- C** Encourage partners to decide on the seating chart based on which guests they think will have the liveliest and most interesting conversations with one another. Tell them they can also introduce people from different time periods by seating them next to each other. Give pairs time to complete their seating charts before finding another pair to work with.

Model the example aloud. Tell pairs to take turns introducing their guest lists and seating charts. Explain that they should give reasons for the guests they invited, as well as for the seating plans. Encourage the pairs who are

6D

A world of inspiration

COMMUNICATING A lively dinner party

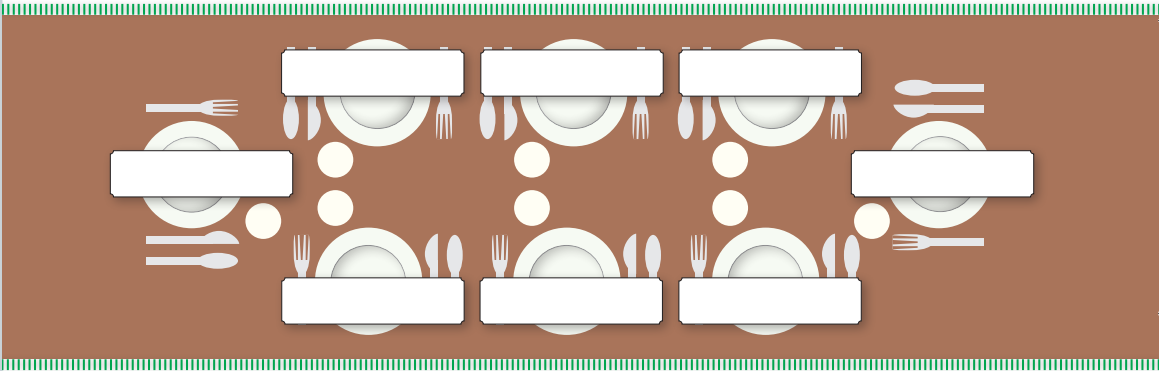
- A** Work alone. Write a list of people that you find inspirational. Think about people from the following categories.

political figures	athletes	musicians	entertainers
writers	artists	adventurers	scientists

- B** Work with a partner. Imagine you are having a small dinner party for eight people (including you and your partner). You can invite anybody you like from your lists of inspirational people. Decide on six people to invite. Give reasons for your answers.

Asking about what someone knows
Do you know ... ? Have you heard of ... ? Are you familiar with ... ?
What do you know about ... ? I wonder if ...

- C** You want an interesting party with a lively discussion of ideas. Now decide on the seating plan. Then work with another pair. Describe your dinner party and give reasons for your seating plan.



CRITICAL THINKING An inspiring person

- Discuss the following questions and statements in groups.
- Briefly retell the events which inspired Jarrett Krosoczka’s career as an author and illustrator. Who inspired him and how did it change his life? [Answers will vary](#)
 - Who is an inspiration to you? What makes the person so inspirational? [Answers will vary](#)
 - What is your opinion of the statement, “Inspiration comes from many surprising places, and we can use our talents to pass on that inspiration to others.”? [Answers will vary](#)

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listening to ask questions to get more information.

- ★ **CHALLENGE** After pairs have made their presentations, ask them to make one suggestion for a change in the seating plan, and explain why.

CRITICAL THINKING

Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in small groups. If necessary, give students a short time to do some research online before discussing.

Encourage students to share ideas and brainstorm more together. Then elicit ideas from them. Ask for volunteers to share their opinions.

- ➡ **EXTENSION ACTIVITY** Have students work in small groups to find out more about another of Krosoczka’s books. Ask them to go to his website to gather information about one title. Explain that groups are going to present what they have learnt about the book to the class.

Presentation 2 Describing a favorite teacher

MODEL PRESENTATION

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

around	bright	gave	little	much
on	relaxed	said	showed	told

Today, I want to tell you about a person who made a huge difference in my life—my first teacher, Mrs. Daniels. When I was young, I was extremely shy and had very ¹ little self-confidence. I remember being so nervous on my first day at school. But Mrs. Daniels was so kind and friendly that I soon forgot about all that. In that first class, Mrs. Daniels asked us all to draw a picture of ourselves to put ² on the classroom wall. She walked ³ around the classroom patiently helping everyone. When she got to my desk, she looked at my picture and ⁴ said, “Wow! Look at those ⁵ bright colors! That’s great!” I immediately felt ⁶ relaxed. But that wasn’t all. Mrs. Daniels was my teacher for one year, and she helped me become a lot more confident. She always praised us and encouraged us to express ourselves. She ⁷ told us not to worry about giving wrong answers in class and ⁸ showed us how to learn from our mistakes. Even today, I still remember all the advice that Mrs. Daniels ⁹ gave me. I think without her, I would be a different person. I owe her so ¹⁰ much.

Thank you for listening.



B P.2 Watch the presentation and check your answers.

C P.2 Review the list of presentation skills from Units 1–6 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker ...

☐ uses questions to signpost

☒ personalizes the presentation

☒ closes the presentation effectively

☒ provides background information

☐ numbers key points

☒ uses their voice effectively

P.2 Play the video again. Check answers as a class.

- As a quick reminder, elicit the presentation skills from Units 1–3:
- signposting with questions
 - personalizing the presentation
 - closing a presentation effectively
- Then elicit the presentation skills from Units 4–6:
- providing background information
 - numbering key points
 - using your voice effectively

Elicit the background information that the speaker provided (He explains that he was a shy kid). Then ask students to comment on why this is useful background information (It helps the audience understand why it’s so significant that the teacher helped him feel more confident).

Elicit how the speaker’s voice changes so that the delivery is more effective.

Review the presentation skills from Units 4–6 in more detail. Elicit the language options or techniques for each that students can use in **Your Turn**.

Presentation 2

Aims: Students give a short presentation about someone who influenced and inspired them using each of the presentation skills they’ve learned in Units 4–6, as well as relevant ones from previous units.

MODEL PRESENTATION

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

- What is the topic? (a favorite teacher)
- What is the purpose of the presentation? (to talk about someone who inspired them)
- What personal story does the speaker use? (his first day of school)

B P.2 Play the video to check answers. Ask students to share their thoughts about whether it was an effective presentation or not, and why.

C Have students preview the task. Point out that they will listen for how the speaker uses his voice.

YOUR TURN

- A** Have students preview the task. Explain that everyone will be writing about a teacher.
- Explain that asking and answering questions about your topic is a useful technique for planning content. Point out that students can use their answers as notes for the speech, or just write answers to brainstorm ideas.
- Give students 10–15 minutes to write notes. Ask them to think about how to both personalize the presentation and give background information. Remind students of TED speaker and author Jarrett Krosoczka, who spoke about all the teachers who influenced him during his life.
- B** Read the useful phrases aloud as students repeat. Give students more time to adjust their notes and decide what language they want to use in their presentation.
- 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**.
- D** Explain that when offering feedback after hearing a presentation, it's good to start with some 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 (*The background information you told us was useful*), and then offer any points that need to be improved (*I want to hear more stories about how your teacher helped you*).
- ★ **CHALLENGE** Ask partners to ask three follow-up questions about the presentations.

YOUR TURN

- A** You are going to plan and give a short presentation to a partner about a great teacher you once had. Use some or all of the questions below to make some notes.

What was the teacher's name?

What did they teach?

Why was the teacher a great teacher?

What advice did the teacher give you?

How did the teacher affect your life?

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

Useful phrases
Giving background information: *When I was ... / As a child ... / Before I ... changed my life / encouraged me / gave me advice / showed me / supported me / was a role-model*
Describing inspiration:
Reporting what someone said: *said that / told me that / advised me to*
Describing effects: *I'll always remember ... / Since then, I ... I'll never forget ...*

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–6. As you listen, check [✓] each skill your partner uses.

The speaker ...

- ☐ uses questions to signpost
- ☐ personalizes the presentation
- ☐ closes the presentation effectively
- ☐ provides background information
- ☐ numbers key points
- ☐ uses their voice effectively

- 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 used your voice really well and provided lots of background information. Next time, try to smile a bit more.

7 Ethical Choices

“I’m convinced that in 30 years, when we look back on today and on how we raise and slaughter billions of animals ... we’ll see this as being wasteful and indeed crazy.”

Andras Forgacs
Bioprinting entrepreneur, TED speaker

UNIT GOALS

In this unit, you will ...

- learn about ethical choices.
- watch a TED Talk about a way to produce meat and leather more ethically.
- talk about the future of food.

WARM UP



▶ **7.1** Watch part of Andras Forgacs’s TED Talk. Answer the questions with a partner.

- 1 What does Forgacs say we’ll think in the future?
We’ll think that slaughtering animals for meat and leather is crazy.
- 2 Why do you think he feels this way?
Answers will vary

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UNIT GOALS

The unit focuses on ethical choices for buying food and other animal products. Students will learn about biofabrication, which uses cells to create organic materials in a laboratory without harming animals. They will watch a video, and talk about the future of animal products, and debate about whether biofabrication is a good idea or not.

TED Speaker

Andras Forgacs’s company uses biotechnology to make leather from animal cells.

TED Talk Summary

Forgacs talks about his company’s progress in creating real leather using biofabrication. He discusses the many benefits of this, especially that the unnecessary killing of billions of animals will come to an end.

Idea Worth Spreading

Biofabrication can create a more compassionate and ethical leather trade.

7

Ethical Choices

WARM UP

Have students look over the picture, caption, and quote on the page. Note that the quote is the same one that they will hear in the video clip. Point out the speaker’s job title: *bioprinting entrepreneur*. Write the word *bioprinting* on the board. Elicit guesses about the meaning of the speaker’s job. Explain that *bioprinting* and *biofabrication* refer to technology used to make organic, biological material from living cells in a laboratory. Forgacs has started two companies that use this technology: one that makes human organs and one that makes leather.

Language Note

The verb *slaughter* means to kill, often in a violent way.

Something or someone that is *wasteful* uses resources carelessly.

The adjective *crazy* in this case is used to describe something illogical or foolish.

▶ **7.1** Play the preview clip of the TED Talk.

For question 1, ask students to work together to summarize the quote in their own words in order to understand Forgacs’s point.

For question 2, tell students to think about Forgacs’s job, and why he may feel that killing animals is inhumane. Forgacs explains in the full TED Talk that the slaughter of animals is both wasteful and senseless, as well as damaging to our environment.

➡ **EXTENSION ACTIVITY** Ask students to think about how a world without animal slaughter will look. Ask them to write a story about life in 30 years according to Forgacs’s prediction. Tell them to write a story in the present tense to describe that world.

Unit 7 53

7A

Food choices

LESSON OVERVIEW

Aims: Learn words for talking about food production; listen to someone talk about diet; practice talking about food choices.

Target Vocabulary: fair trade, free-range, genetically modified, locally produced, organic, sustainable

VOCABULARY

A Have students work individually to complete the sentences. Note that students will likely have to guess answers based on context before listening to the audio.

Play the audio to check answers. Point out that most of the sentences also give a definition of the vocabulary term. Go over each sentence in detail, eliciting a definition and another example sentence.

B Read the question aloud. Have students work in pairs. Model the example with a volunteer. Ask them to think about their own shopping habits when it comes to food choices and what matters to them. Encourage students to personalize their discussions by sharing stories. Point out the phrase *To be honest*. Explain that this expression is useful when you are admitting something that you might be slightly embarrassed about. For example, *To be honest, I don't have my driver's license yet.*

Language Note

While the term *free-range* is mostly used to label chicken, meat, and eggs, the expression simply refers to farm animals that are not kept in a cage all day long. Instead, for at least part of the day, the animals are allowed to roam the farm freely.

The expression *fair trade* refers to the conditions dealt with by workers making or harvesting a product. Fair trade has



7A Food choices

VOCABULARY Ethical food choices



A **7.2** Complete each definition using the words in the box. Listen and check your answers.

fair trade	free-range	organic
locally produced	genetically modified	sustainable

- 1 Organic food is grown naturally, without using any special chemicals.
- 2 On free-range farms, animals are not kept in cages and can move around.
- 3 Genetically modified food is grown using technology to change the food's size, color, taste, etc.
- 4 Fair trade food production aims to provide better trading and working conditions for farmers in developing countries.
- 5 By choosing locally produced food, you minimize the distance the food needs to travel. This helps the environment.
- 6 Sustainable food production aims to preserve the world's natural resources for the future.

B Which of the things in **A** do you consider when you buy food? Discuss with a partner. Explain your answers. *Answers will vary*

To be honest, I only really think about the quality and price.

I always consider whether the food I buy is locally produced or not. I like to support local businesses.

C What are some major agricultural products from China? Discuss with a partner about the issues of ethical food production in China using the words in **A**.

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become a form of social activism to support workers in poorer countries, especially those who work under difficult conditions to produce items to be consumed and used daily by people in wealthier countries. Some examples of industries where fair trade is an issue include coffee, chocolate, flowers, fruit, and fashion.

Genetically modified food is commonly referred to as simply *GM food*. GM food is produced from organisms that have had changes introduced into their DNA through genetic engineering.

EXTENSION ACTIVITY Have students work individually to make a list of every item they have purchased in the last week. Tell them to use symbols to mark if the item is fair trade, free-range, organic, or locally produced. Have students share their lists with a partner. Ask students to make suggestions of how their partners can make more ethical choices.

C Read the question aloud. Have students work in pairs. Ask them to think about what are some major agricultural products from China. Discuss with a

LISTENING Sustainable chef

Identifying main ideas in fast speech

Many native speakers talk quickly but will often slow down to emphasize key points. Focusing on these slower parts of speech can help identify the speaker's main message.



A ▶ 7.3 Barton Seaver is a chef and environmentalist. Watch. What did he once work as in Africa? Circle the correct answer.

- a a farmer b a fisherman c a trader

B ▶ 7.3 Watch again. Complete the sentences with the words you hear.

- 1 “_____ Food _____ is how the vast majority of us interact with our resources.”
2 “Environmentalism is so often thought of as this _____ distant _____ idea.”
3 “But _____ dinner _____ is full contact environmentalism.”

C CRITICAL THINKING

Interpreting Work with a partner. Explain in your own words what Seaver means by each quote in B above.



Chef Barton Seaver

SPEAKING Talking about ethical choices



A ▶ 7.4 Fill in the blanks with the words you hear. Then listen again and pay attention to the liaison.

A: I think that's all I need. How about you?

B: Let me just get some apples, and I'll be ready. done / finished

A: Why don't you get these? They look nice.

B: Oh, I only eat ¹ organic fruits and vegetables now.

A: Really? Why? Why's that / How come

B: I decided I didn't want to eat food that is grown using ² chemicals. I heard it's not very good for you.

A: That makes sense. I can see that / I can understand that

B: And it's better for the ³ environment.

A: But does that mean you have to pay higher prices? pay more / spend more

B: Not ⁴ necessarily. It depends where you shop.

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

C Work with a partner. Which of these things do you buy more often? Why? Answers will vary

free-range or regular eggs	locally produced or imported food	regular or organic fruit
-------------------------------	--------------------------------------	-----------------------------

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partner about the issues of ethical food production in China using the words in A. Ask for volunteers to present their answers for the class.

Language Note

Food crops: rice, wheat, corn, oats, millet, sorghum, potatoes, soybeans, peanuts, fruits, vegetables, tea

Fiber crop: cotton, hemp, flax, jute, silk

Livestock: pigs, sheep, horses, mules, donkeys, camels, poultry

LISTENING

Read **Identifying main ideas in fast speech** as students read along. Explain that native speakers tend to slow down their speaking to emphasize a main point. In addition, native speakers emphasize a main point or key idea by repeating it, as well as by raising their voice or using a more emphatic tone when saying it.

A Have students preview the task. Point out that they only need to listen for the answer to one question while watching the video for the first time.

▶ 7.3 Play the video. Have students do the exercise individually. Check

answers as a class. Ask students to identify what words were spoken more slowly by the speaker.

B Have students preview the task.

▶ 7.3 Play the video again. Check answers as a class.

C **CRITICAL THINKING** Read the task aloud. Give students enough time to go over each quote in activity B with their partners. Ask them to use their own words to paraphrase the meaning of the quote.

Ask for volunteers to share their summaries for one quote with the class. Note that for item 3, Seaver's reference to *full contact environmentalism* is about how we make important environmental choices every day in regard to the food we eat in our homes.

SPEAKING

A Ask students to fill in the blanks as they listen to the audio.

▶ 7.4 Play the audio. Have students check answers in pairs. Elicit one possibly negative point about buying organic food as mentioned in the conversation (It costs more). Ask students to raise their hands if they agree with the speaker that it's worth paying more for organic food. Point out the expression: *That makes sense*. Explain that it is a useful expression when someone gives an explanation that seems logical to you. Note that a speaker can use this even when they don't agree. It's an expression that helps keep a conversation going. Point out the two alternate options that communicate the same message: *I can see that; I can understand that*.

B Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutions for the words in blue.

C Have students preview the task. Note that three pairs of items are given for students to discuss. Tell students to look over the items and think about their own food shopping habits.

Elicit adverbs of frequency for students to use in their discussions: *always, often, sometimes, occasionally, rarely, almost never, and never*.

7B

What the future holds

LESSON OVERVIEW

Aims: Understand an infographic about meat consumption; use future tense to make predictions; talk about future eating habits.

Infographic Summary: Countries are listed by the amount of meat consumption per person per day, with Argentina at the top of the list and Japan at the bottom. Meat-eating in South Korea and China has grown the most between 1961 and 2011.

LANGUAGE FOCUS

A Read the questions aloud.

▶ 7.5 Play the audio as students read along. Then give them additional time to look over the infographic. Have students do the exercise individually. Check answers as a class. Note that the economies of both Republic of Korea and China have grown quite rapidly over the last fifty years. The rise in meat consumption is often associated with the rise of a wealthy class in a country, as eating meat is seen as a sign of affluence. In addition, the introduction of Western fast-food restaurants in both countries over the last fifty years has also added to this shift away from traditional diets toward a more meat-based one. Ask students if they were surprised by the statistics in the infographic, and why.

B Have students preview the task.

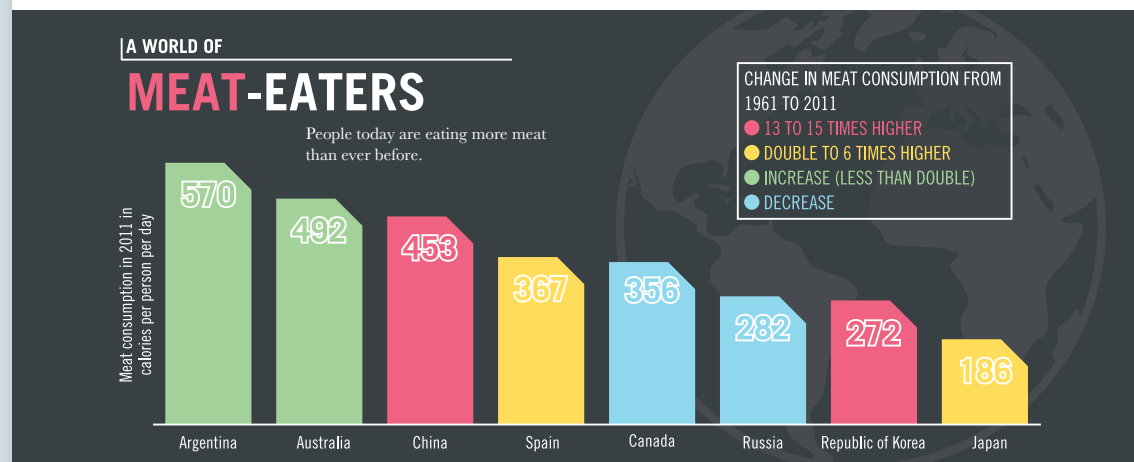
▶ 7.5 Play the audio. Have students do the exercise individually. Check answers as a class. Elicit the answer to a more detailed question about the audio. Ask the following: *Does the speaker think the world will be able to produce enough meat in 2050?* (no)

7B

What the future holds

LANGUAGE FOCUS Discussing the future

A Read the information. Which two countries saw the biggest increase in meat consumption between 1961 and 2011? What do you think was the reason? Discuss with a partner. [China and Republic of Korea](#)



B ▶ 7.5 Listen to an expert talk about the data above. Complete the predictions.

- 1 In the future, the global demand for meat will (**probably** / **definitely**) increase.
- 2 By 2050, the world's population will increase by about (15 / **35**) percent.
- 3 There will be a (**100** / 150) percent increase in demand for meat from developing countries.



C ▶ 7.6 Listen to a news story about how climate change is affecting crops. Fill in the blanks with the words you hear.

According to a recent report, ¹ climate change has started to affect farmers around the world. Although some crops will definitely grow better in a warmer world, others probably won't do so well.

The report predicts that ² yields of crops like corn, wheat, and rice will start to decrease in 2030. They will probably ³ decline by up to 2 percent for each decade after that.

Other crops, such as fruit and nut trees, will also be affected. Almonds need a long period of cool weather each year. Without this, trees won't flower. Other crops that will definitely be under ⁴ threat in the next few decades are grapes, cherries, and apples.



Avocados hang from a dying tree in California.

C Have students preview the task and fill in the blanks with the words they hear.

▶ 7.6 Play the audio to check answers as a class.

SPEAKING Predicting future habits

A Read and study the language in the chart. Pay attention to the use of **will** for predictions.

Making predictions

In the future, more people **will eat** meat.
It **won't be** easy to meet this demand.
Will it have an effect on the environment?

Yes, it **will**./No, it **won't**.

The price of meat **will definitely/probably** be higher in the future.
There **definitely/probably** won't be enough meat for everyone.

When will the world's population **reach** 10 billion people?

It **will reach** 10 billion **by** around 2050/**in** about 30 years.

For more information on **will** for predictions, see Grammar Summary 7 on page 126.

B Look at the questions below. Complete the chart with your own predictions. Try to use **will** for prediction in your answers.

Do you think _____ in the future?	Yes or no?	Reason
people in your country will eat more meat		
meat will be more expensive in your country		
you will change your eating habits		
people around the world will have enough to eat		
most people in the world will be healthier		

C Work with a partner. Take turns asking the questions above. Give reasons for your answers. Were your predictions the same?

Do you think people in your country will eat more meat in the future?

No, I don't. People in this country already eat a lot of meat.

B Have students preview the task. Tell them to work individually. Ask them to make predictions for 30 years from now like the TED speaker in the video clip did. Give students enough time to read and answer each question with reasons. If necessary, give an example for item 1 with a reason: *Yes, fast-food restaurants that sell cheap meat are becoming more popular in my country.*

★ **CHALLENGE** Have students add one or two additional questions to the chart.

C Have students work in pairs. Model the example with a volunteer. Tell them to go through each question and share their answers. Ask them to take turns asking each other the questions. Encourage them to discuss why they agree or disagree.

Remind students of the phrases they learned in **Lesson A** to show that you can understand someone's point: *That makes sense; I can see that; I can understand that.* Add a few more useful phrases: *I can see your point; You have a point; I didn't think of that.*

➡ **EXTENSION ACTIVITY** Have students work individually to write a timeline of their own eating habits over the next five years. Then have them show their timelines to a partner or group and explain how they predict their food habits will change from now.

SPEAKING

A Have students look over the language chart. Point out that students have already heard a number of predictions in the unit so far. Point out adverbs of certainty and their placement in the sentence. Direct students to page 126 of the Student's Book for additional information.

Grammar Note

The language chart introduces the use of **will** for making predictions. Draw a contrast with the future forms introduced in **Unit 2**, which were used to talk about plans and intentions.

The adverbs of certainty in the chart, *probably* and *definitely*, offer a way to express degrees of confidence in predictions. In a positive sentence, the adverb is placed between **will** and the verb. In a negative sentence, the adverb is placed before **won't**. Make students aware of this difference in word order.

7C

Leather and meat without killing animals

LESSON OVERVIEW

Aims: Watch and understand a talk about biofabrication; learn to create effective slides.

Target Vocabulary: humane, organ, slaughter, tissue

TED Talk Summary: Forgacs shares information about his company's progress in creating real leather using biofabrication. He first explains the many benefits of finding an alternative to using livestock for food and leather products, especially in regard to environmental, health, and food security issues, as well as treating animals humanely. He then talks about why leather is a good starting point for introducing biofabrication to the world, as we are more likely to first be open to wearing something produced in a lab than eating it. He explains the process of making the leather and shows samples, encouraging his audience to see the positive impact biofabrication can make on the world.

PREVIEWING

- A** Have students do the exercise individually. Remind them they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word.
- B** Have students work in pairs to discuss the slide. Ask them why the information might be important and what impact the slide had on them. Ask for volunteers to share their impressions.

VIEWING

- A** Have students preview the task. Point out that more than one reason will be mentioned.

7C

Leather and meat without killing animals

TED TALKS

When ANDRAS FORGACS started a company to 3D-print human **tissues** and **organs**, people thought he was crazy. But after some success, he realized he could also grow products like meat and leather to avoid the **slaughter** of animals. Forgacs's idea worth spreading is that we can be more efficient and **humane** by getting meat and leather from tissues grown in a lab.



PREVIEWING

- A** Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.
- Tissues** are materials that (living things / machines) are made from.
 - An example of a human **organ** is your (brain / foot).
 - When you **slaughter** an animal, you (kill / save) it.
 - A **humane** person is (kind and gentle / mean and angry).
- B** Look at the photo on page 59. What does Forgacs's presentation slide show?
In 2012, there were 60 billion land animals. In 2050, it is predicted that there will be 100 billion.

VIEWING



- A** **7.7** Watch Part 1 of the TED Talk. Check [✓] the reasons why Forgacs is concerned about having a herd of 100 billion farm animals on the planet.
- ☒ The animals will use large amounts of land and water.
 - ☒ The animals will produce even more greenhouse gases.
 - ☐ It will cause many wild animals to become extinct.
 - ☒ Diseases will spread more easily.



- B** **7.8** Watch Part 2 of the TED Talk. Why does Forgacs think producing leather is a good place for biofabrication to begin? Check [✓] each reason he mentions.
- ☒ It's widely used.
 - ☐ It's cheap.
 - ☒ It's relatively simple to grow.
 - ☒ It's beautiful.
 - ☒ It's part of our history.
 - ☐ It's strong.

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Encourage them to also rely on background knowledge they've gathered in the unit so far to predict answers.

7.7 Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class. Explain the meaning of unfamiliar language. Suggestions for Part 1 include *herd* and *takes a toll*.

- B** Have students preview the task. Ask them to predict what they are going to hear first.

7.8 Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers in pairs. Ask students to raise their hands if they agree with Forgacs's points. Explain the meaning of unfamiliar language. Suggestions for Part 2 include *sentient* and *reimagining*.



C ▶ 7.9 Watch Part 3 of the TED Talk. Complete Forgacs's description of biofabricated leather. Match the two parts of each sentence.

Benefits of biofabricated leather

- 1 It is just like regular leather because it is made from

2 It doesn't have

3 It can be grown in the shape of

4 It is not limited to the shape of

5 We can control
- a cow or alligator.

its properties.

the same cells.

a wallet or handbag.

hair, scars, or insect bites.

D CRITICAL THINKING

Applying Which of these groups do you think would support biofabrication? Why? Discuss with a partner. Answers will vary

vegetarians farmers animal ranchers fashion designers

VOCABULARY IN CONTEXT



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

PRESENTATION SKILLS Creating effective slides

It pays to take the time to make your presentation slides as effective as possible. The following tips can help you.

Keep the background plain. Do not use too much text. Use strong, contrasting colors. Keep any graphics or images simple.



A ▶ 7.11 Watch part of Andras Forgacs's TED Talk. Notice how effective his slide is. Answers will vary



B ▶ 7.12 Now watch Forgacs show another slide. Do you think it's effective? Why or why not? Use the tips in the box above to help you decide.



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C Have students preview the task.

▶ 7.9 Play Part 3 of the TED Talk. Have students do the exercise individually. Check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *cultured*, and *literally and figuratively*.

D CRITICAL THINKING Have students work in pairs. Ask them to go through each group and discuss the pros and cons that the group would experience if leather was completely biofabricated. Students will note that farmers and

animal ranchers will likely be affected in the most negative way, but there may be positive effects as well.

Language Note

Part 1
When livestock are kept in a large group, it is called a *herd*.

To *take a toll* on something means to cause it negative impact.

Part 2
The term *tissue* refers to live material made of cells.

Something that is *sentient* is alive, aware, and able to feel.

To *reimagine* something means to rethink and reinterpret it.

Part 3

Forgacs is using a double meaning of *cultured* in his closing sentence. Students learned one meaning of *cultured* in Unit 3 in Ann Morgan's TED Talk—educated and well-mannered. The adjective *cultured* is also used to describe something created in a laboratory. Forgacs means that humans are ready to use cultured items to make humanity more cultured when he closes his talk: *Perhaps we are ready for something literally and figuratively more cultured*.

➔ EXTENSION ACTIVITY Have students work in groups to brainstorm ways in which animal ranchers and farmers can find a useful role in the biofabricated leather industry. Is there a way for these people to keep working?

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Creating effective slides** as students read along. Remind students that they learned similar rules for designing flags in Unit 5. Point out that both sets of rules say to keep it simple and use bold colors.

A Have students preview the task. Tell them to focus on the slide.

▶ 7.11 Play the video. Note that this is an example of an effective slide that follows the rules listed above.

B ▶ 7.12 Play the video. Elicit impressions of the slide. Then elicit a discussion about which slides are most effective, and why.

7D

Looking ahead

LESSON OVERVIEW

Aims: Have a debate about biofabrication; acknowledge a point.

COMMUNICATING

A Have students work in groups of four (or another even number). Tell them to preview the task together. Explain that they should brainstorm a list of pros and cons of opening the factory. If necessary, read aloud each of the topics in the box. Point out that the biofabrication lab may make both meat and leather.

Ask students to write notes from the discussion in the chart. Tell them to think about whether they are *for* or *against* the topic.

B Divide each group into two teams, or let students choose their teams, but make sure each group is evenly divided. Tell each group to decide their three or four best arguments. Ask them to review the steps to make an effective slide that they learned in **Lesson C**. Tell students to make at least one slide to communicate their points. Encourage them to make more than one slide, if necessary.

C Explain that each team will present their slides to another group. Give teams time to practice their presentations with their slides. Tell students that the groups who are listening should take notes and be prepared to make comments and rebuttals.

Read aloud the phrases for **Acknowledging a point**. Point out that *but* allows the speaker to then offer a contrasting viewpoint. Elicit any other phrases from the unit, or others students know, that can be used to acknowledge a point while introducing a contrasting viewpoint.

Ask for a group to volunteer to give their presentation to the class. Elicit a class

7D Looking ahead

COMMUNICATING Weighing both sides

A Work in a group. The year is 2050. A company wants to open a biofabrication factory in your city. The factory will produce biofabricated meat and leather. Brainstorm some arguments for and against opening the factory. Write notes in the box below. Consider the following:

the effect on jobs the effect on animals people's health
the quality of food the environment the price of food

Arguments for the biofabrication lab	Arguments against the biofabrication lab

B Split into two groups. **Group A** is in favor of the biofabrication factory. **Group B** is against it. You are going to give a presentation to argue your position. Choose three or four of the strongest arguments. Prepare some slides to help get your points across.

C Present your arguments and your slides to another group. Take notes as you listen.

Acknowledging a point
That's a good point, but ... I see what you mean, but ... I can see your point, but ...
That's a good point, but I can't possibly agree with you.
I see what you mean, but that is not the case.
I can see your point, but I'm afraid I don't share your opinion.
That makes sense, but it depends.
I can understand that, but that's not entirely true.
I can see what you are saying, but I don't think you've got your facts straight.

CRITICAL THINKING The future of food

Discuss the following questions in groups.

- 1 What factors do you often consider in choosing your daily food? Why? *Answers will vary*
- 2 Are you more optimistic or pessimistic about the future of genetically modified food? Give reasons for your answer. *Answers will vary*
- 3 Do you agree with the following statement, "In the modern world, it is no longer necessary to use animals for food, or animal products for clothing and medicine"? Why? *Answers will vary*



discussion with *for* and *against* arguments from all groups.

CRITICAL THINKING

Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in small groups. If necessary, give students some time to do some research online before discussing. Encourage students to share ideas and brainstorm more together. Then elicit ideas from them. Ask volunteers to share their opinions.

EXTENSION ACTIVITY Have students work in pairs or small groups to make predictions about biofabricated meat. Ask them to write five sentences about biofabricated meat in 30 years according to Forgacs's viewpoints.



Alessandra Orofino
Political mobilization activist, TED speaker

UNIT GOALS

In this unit, you will ...

- learn about what makes a great city.
- watch a TED Talk about how technology can help solve urban problems.
- talk about possible solutions to city problems.

WARM UP



▶ **8.1** Watch part of Alessandra Orofino's TED Talk. Answer the questions with a partner.

- 1 What examples of city problems does Orofino give?
[Climate change, energy crisis, poverty](#)
- 2 What are some positive aspects of cities? [Answers will vary](#)

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UNIT GOALS

The unit focuses on city life and citizen efforts to make better cities. Students are asked to discuss positive and negative aspects of cities and think about how regular people can affect change for the better. They will watch a video, and talk about people and networks that are affecting such changes and brainstorm some ways to improve their own cities and towns.

TED Speaker

Brazilian activist Alessandra Orofino founded the citizen network Meu Rio.

TED Talk Summary

Orofino says that cities are the source of many global problems, which means that people living in cities can also be the source of solutions. She then talks about how citizens of cities can get involved to make changes and introduces some individuals who have done that in Rio de Janeiro, Brazil.

Idea Worth Spreading

Technology can help mobilize residents to fix problems in their cities.

8

Better Cities

WARM UP

Have students look over the picture, caption, and quote on the page. Note that the quote is the last sentence that the speaker says in the video clip.

▶ **8.1** Play the preview clip of the TED Talk.

Point out the speaker's job title: *political mobilization activist*. Elicit guesses about its meaning. Explain that Orofino tries to bring people together to make political changes to better their communities.

For question 1, ask students to list the overall problems that Orofino blames on cities. She says that the global problems of climate change, the energy crisis, and poverty are actually city problems.

For question 2, ask students to work in pairs to list positive things about city life. Point out that students can talk about any aspect of city life, especially things they enjoy if they live in cities. Ask for volunteers to share some points they talked about with the class. Note that students will learn some vocabulary words for talking about cities in **Lesson A**.

▶ **EXTENSION ACTIVITY** Have students watch the video again. Ask them to count how many statistics Orofino mentions (four). Ask students what kind of impact the statistics had on them as listeners. Did it change their impressions of cities? Point out that statistics are a useful way to create an impact with an audience and get their attention. It is a common technique that speakers use in presentations.

8A

What makes a great city?

LESSON OVERVIEW

Aims: Learn words for talking about cities; listen to someone talk about living in different countries; practice talking about a city.

Target Vocabulary: bustling, gallery, industrial park, lively, markets, modern, multicultural, museum, residential area, riverfront, suburb, theaters

VOCABULARY

A Have students work individually to complete the paragraph. Note that students will have to guess answers according to the context before listening to the audio.

8.2 Play the audio to check answers.

B Have students work individually. Have them check answers in pairs. Ask them to explain meanings to each other as well.

C Read the question aloud. Have students work in pairs. Model the example with a volunteer. Ask them to think about what they enjoy most about the city or town that they live in. Note that students could also talk about cities that they are from or have visited.

Ask for volunteers to repeat their conversations for the class. Ask the class to comment on whether or not they agree with what was said.



Vancouver, Canada

8A What makes a great city?

VOCABULARY Features of a city



8.2 Fill in the blanks with the words you hear.

Singapore's large and diverse ¹ population makes this a very multicultural city. Most people work downtown. It's fairly quiet during the day but lively at night. Because the ² weather is so hot, most people spend a lot of time shopping indoor malls. There are also art galleries, restaurants, and food ³ markets where you can eat cheaply. You can also meet up with friends at the riverfront to ⁴ relax and watch the boats go by.

B Complete the chart below using the words in the box.

<div><div><div>galleries</div><div>multicultural</div></div><div><div>industrial park</div><div>museums</div></div><div><div>lively</div><div>suburbs</div></div></div>		
Areas of a city	Things to enjoy	Words to describe a city
<div>residential area</div> <div>riverfront</div> <div>industrial park</div> <div>suburbs</div>	<div>theaters</div> <div>markets</div> <div>galleries</div> <div>museums</div>	<div>bustling</div> <div>modern</div> <div>lively</div> <div>multicultural</div>

C Work with a partner. What are the best things about your town or city? Why? *Answers will vary*

I really like the riverfront area. It's a great place to hang out.

I agree. I like the cafés and restaurants there.

Language Note

Some additional words for each category include the following:

Areas of a city: *shopping district, riverfront, city center, downtown, inner city, slums*

Things to enjoy: *parks, stadiums, walking paths, canal, restaurants, cafés*

Words to describe a city: *exciting, frenzied, rushed, interesting, diverse*

EXTENSION ACTIVITY Have students work with a partner to describe the community that they live in. Ask them to draw a map of their community and explain it to their partner. Ask them to talk about the atmosphere and people in their neighborhood as well.

LISTENING Living abroad

Listening for time expressions

Identifying time expressions can help you understand if a speaker is talking about the past, present, or future.

Past: *in 2002, five years ago, last year, last August*

Present: *these days, nowadays, now, right now, at the moment*

Future: *next year, in two years, in 2025, someday*



- A** ▶ **8.3** Claire Street is talking about three different countries she has lived in. Watch and write the names of the countries.

- 1 She grew up in a town called Whitworth in England.
- 2 She moved to Singapore when she was 21.
- 3 Now she lives in Australia.



Expatriate Claire Street

- B** ▶ **8.3** Watch again. How does Street describe the three different places she's lived in? Which place do you think is her favorite?
Whitworth: a small town, very quiet; Singapore: bustling, modern, multicultural; Sydney: wonderful; the best of both worlds

C CRITICAL THINKING

Analyzing Would you like to live in any of the places Street talks about? Why or why not? Discuss with a partner.

Answers will vary

SPEAKING Talking about where you live



- A** ▶ **8.4** Fill in the blanks with the words you hear. Then listen again and pay attention to the intonation.

A: How do you like living in Brisbane so far?

B: Oh, I love it. It's such a busy place. You ¹ grew up here, multicultural / lively didn't you?

A: Actually, I was born in a small town near here called Toowoomba, but I moved here about seven years ago.

B: What's your ² favorite part of the city? area / place

A: Well, I really like the South Bank Parklands.
I know a few nice ³ restaurants there. cafés / shops

B: Yeah?

A: Yeah, it's a great place to ⁴ hang out with friends. meet up / spend time

B: Cool. I should check it out sometime.

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

- C** Work with a partner. What city would you like to live in someday? Why? *Answers will vary*

I'd love to live in Madrid someday. I'd like to learn Spanish.

But why Madrid and not another Spanish city?

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- C CRITICAL THINKING** Read the questions aloud. Tell students to share their personal opinions and reasoning. Encourage partners to share stories with each other about places they've lived that sound similar to the ones that Claire talks about in the video, and the good and bad points of each.

SPEAKING

- A** Elicit what country Brisbane is in (Australia). Ask students to fill in the blanks as they listen to the audio.

- ▶ **8.3** Play the audio. Have students check answers in pairs. Ask students the name of the town where the speaker is originally from (Toowoomba).

Point out the expression: *Yeah?* Explain that this is similar to saying: *Really?* Both questions encourage a speaker to continue saying more about a topic.

- B** Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutions for the words in blue.

- ➕ **SUPPORT** Play the audio again, pausing after each line so that students can repeat.

- C** Read the question aloud. Ask students to use the language in the lesson to talk about the cities they hope to live in one day. Model the example. Point out the language used in the conversation: *I'd love / like + (infinitive).*

- ➡ **EXTENSION ACTIVITY** Have students work individually to write a paragraph about the community in the city or town they want to live in ten years from now. Ask them to use the grammar they learned in **Unit 7** for making predictions. Tell them to describe their future neighborhood.

LISTENING

Read **Listening for time expressions** as students read along. Read the time expressions aloud. Elicit any additional time expressions that students know.

- A** Have students preview the task. Point out that they only need to listen for the names of the countries that the speaker has lived in.

- ▶ **8.3** Play the video. Have students do the exercise individually. Check answers as a class.

- B** Have students preview the task.

- ▶ **8.2** Play the video. Have students discuss in pairs, before checking answers as a class. The speaker says she is happiest in Sydney, but she also discusses positive points about each place she's lived in. Note that she likes Sydney because it is a combination of the positive aspects of the two previous places she's lived.

8B

Happy cities

LESSON OVERVIEW

Aims: Understand an infographic about cities with satisfied residents; use phrasal verbs correctly; talk about a favorite place.

Infographic Summary: Four cities that have been ranked among the happiest places in the world are introduced. From a city in Denmark that's close to nature, to a bustling urban center in New Zealand, students learn what makes each metropolis stand out as one of the happiest in the world.

LANGUAGE FOCUS

A Read the question aloud. Give students time to look over the infographic. Have students discuss in pairs. Ask them to also share if any city on the list surprised them or not, and why.

B Have students preview the task.

8.5 Play the audio. Have students do the exercise individually. Check answers as a class. Elicit the answer to a more detailed question about the audio. Ask the following: *What does the man recommend about his city?* (the riverfront)

C Have students preview the task and fill in the blanks with the words they hear.

8.6 Play the audio to check answers as a class.

8B


Happy cities

LANGUAGE FOCUS Talking about cities

A Read the information. Which of these cities would you like to live in? *Answers will vary*


THE BEST CITIES IN THE WORLD

These four cities rank among the top ten happiest in the world. What makes each city's residents so happy?




MONTERREY, MEXICO

- a high standard of living
- a bustling city center
- an excellent transportation system




AARHUS, DENMARK

- closeness to nature
- variety of restaurants
- sense of community



DUBAI, UNITED ARAB EMIRATES

- a high standard of living
- an excellent transportation system
- world-class shopping



AUCKLAND, NEW ZEALAND

- excellent restaurants
- a bustling city center
- a multicultural population



B **8.5** Listen to two people talk about one of the places above. Complete the sentences.

- 1 The man grew up in (Aarhus / **Monterrey**).
- 2 He liked hanging out with his friends at the (beach / **riverfront**).
- 3 He used to get around by (**bus** / car).



C **8.6** Listen to a report about San Sebastián, Spain. Fill in the blanks with the words you hear.

San Sebastián, Spain, must be one of the most beautiful cities in the world. It's a ¹ **fantastic** place to live, but it's also a great place for tourists to visit.

Kick back at one of its four main beaches, eat out at one of its many restaurants, or head for the ² **amusement** park to get the best view of the city. Whatever you end up doing, you will have a memorable time.

There are always cultural events going on in the city. Check out a ³ **museum**, take in some live theater, or spend some time at one of its many ⁴ **festivals**. In fact, the city was named a European Capital of Culture in 2016.



San Sebastián, Spain

SPEAKING Talking about best places

A Read and study the language in the chart. Pay attention to the use of phrasal verbs.

Using phrasal verbs	
Not separable I grew up in this neighborhood. The bus is the best way to get around . What do you look for in a city?	The mall is a good place to hang out with friends. I meet up with my friends every weekend. I'm looking forward to visiting Dubai.
Separable They need to clean up their city. They need to clean their city up . Let's check out some new plays. Let's check some new plays out .	They need to clean up it. They need to clean it up . Let's check out them. Let's check them out .

For more information on phrasal verbs, see Grammar Summary 8 on page 126.

B Work with a partner. Discuss the questions and note your answers. Try to use phrasal verbs in your discussion. Answers will vary

Where's the best place in your city to ... ?

eat out on a budget _____ get around by bicycle _____
spend a rainy afternoon _____ chill out and do nothing _____

C Join another pair and compare your ideas.

both separating and not separating are allowed. However, when the object is a pronoun, the pronoun must come between the verb and preposition as shown in the grammar chart.

➡ EXTENSION ACTIVITY Have students create a word web of all the phrasal verbs that they come across in the unit. Tell them to write the definition and note if the phrasal verbs are separable or not.

B Have students preview the task. Read the topics aloud, eliciting the meaning of each. Make sure students understand that on a budget means that you won't spend a lot of money, and chill out and do nothing means to relax. Tell pairs to discuss the questions about the city where they live or go to school.

★ CHALLENGE Have students add one or two additional clauses to make questions. Then have them write and discuss their answers.

C Tell pairs to compare answers and give reasons for each. Ask pairs to also ask each other the extra questions they discussed.

Ask for volunteers to share some of their answers. Have their classmates offer opinions about whether they agree or not.

➡ EXTENSION ACTIVITY Have pairs work together in small groups to design a travel poster for the city. Tell them to use the tips they've learned about effective graphics and slides in previous units as they make the posters. Tell them to also decide on a market to target. Explain that they should only include points that will appeal to their target market.

SPEAKING

A Have students read over the language chart. Elicit the phrasal verbs in the chart. Write them on the board. Explain in more detail about separable and non-separable phrasal verbs. Go over the meaning of each verb in the chart and elicit additional sentences. Direct students to page 126 of the Student's Book for additional information.

Grammar Note

The language chart introduces phrasal verbs. Phrasal verbs combine a verb and a particle (adverb or preposition). Note that the meaning of a phrasal verb is often best understood by checking the dictionary. Explain that the meaning often can't be inferred by looking at the verb and particle separately.

Some phrasal verbs can be separated, with the object of the sentence coming between the verb and the particle. In phrasal verbs that can be separated,

8C

It's our city.
Let's fix it.

LESSON OVERVIEW

Aims: Watch and understand a talk about mobilizing people; observe the presentation skill of telling anecdotes.

Target Vocabulary: campaign, in spite of, invention

TED Talk Summary: Alessandra Orofino says that cities are the source of many global problems, which is why she has started an organization, Meu Rio. This organization mobilizes the people of her city, Rio de Janeiro, to help find solutions to problems. Orofino believes that if people have the right platform, they will become more involved in improving their cities. She shares three examples of individuals who have used Meu Rio to make a positive impact, demonstrating how citizen-driven efforts can effect change and make a city better. She hopes that similar platforms will be used worldwide to connect citizens, create change, and improve cities everywhere.

PREVIEWING

Have students read the paragraph individually. Tell them to pay attention to how each phrase is used in context in the paragraph to identify its meaning. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word.

VIEWING

- A** Have students preview the task. Tell them to listen carefully, as the statistics will be mentioned one after another.
- 8.7** Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *cofounded* and *network*.

8C

It's our city.
Let's fix it.

TED TALKS

In spite of their problems, Alessandra Orofino calls cities “the greatest invention of our time.” She works with an organization that empowers Rio de Janeiro citizens to start campaigns to initiate change in their city. Her idea worth spreading is that we can use technology to harness “people power” and fix big problems in the world’s cities.



PREVIEWING

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

- 1 something that has been newly created: invention
- 2 even with: in spite of
- 3 activities designed to show a result: campaigns

VIEWING



A **8.7** Watch Part 1 of the TED Talk. Match the information to complete the statistics Orofino gives.

- 1 The percentage of the world’s population that lives in cities. 80%
- 2 The percentage of global energy consumption that occurs in cities. 75%
- 3 The percentage of global gas emissions that come from cities. 54%
- 4 The percentage of Meu Rio members who are aged 20–29. 40%



B **8.8** Watch Part 2 of the TED Talk. Orofino describes three members of her organization. Complete the notes.

Bia	Jovita	Leandro
<ul style="list-style-type: none">• <u>11</u> -year-old girl• government wanted to demolish her <u>school</u> to build a parking lot• used Meu Rio to start a campaign• the government changed their minds	<ul style="list-style-type: none">• her <u>daughter</u> went missing about <u>10</u> years ago• found out Rio had no system to find missing persons• used Meu Rio to start a campaign to create a system• secretary of security received <u>16,000</u> emails• a police unit was set up	<ul style="list-style-type: none">• lives in a slum• created a <u>recycling</u> project• received an order from the government saying he had to <u>leave</u> the area in 2 weeks• used Meu Rio to start a campaign• the government changed their minds

66

B Have students preview the task. Tell them to check what information they need to listen to for each person.

8.8 Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *demolition*, *went missing*, *centralized intelligence system*, and *eviction*.

EXTENSION ACTIVITY Ask students to work in groups to brainstorm some ideas for getting young people more active in citizen-led reforms. Tell them to think about how they can use technology, as Orofino did, to mobilize people more efficiently. Have each group present one idea to the class.

C Have students preview the task. Ask them to predict what they think the answers will be based on what they already know about Meu Rio and Orofino.



C ▶ 8.9 Watch Part 3 of the TED Talk. Choose the correct option to complete each sentence.

- Orofino says the stories make her happy because _____.
a the lives of the people have changed b she knew the people personally
- Next, Orofino wants to _____.
a share what she has learned b develop the Meu Rio technology even further

D CRITICAL THINKING

Analyzing Could the “people power” solutions that Orofino discusses work in your city? If not, why?
Answers will vary

VOCABULARY IN CONTEXT



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

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

PRESENTATION SKILLS Using anecdotes

A speaker may choose to use an anecdote to make a point. Anecdotes can be powerful tools. An audience often reacts emotionally to a true story.



A ▶ 8.11 Watch part of Orofino’s talk. Notice how effective her anecdote is.



B ▶ 8.12 These TED speakers used anecdotes to make a point. Do you remember what they were? Match each speaker to the correct anecdote. Watch the excerpts to check your answers.

- | | | | |
|-------------------------|---|---|---|
| 1 Ann Morgan | ○ | ○ | a time when someone famous visited their school |
| 2 Daria van den Bercken | ○ | ○ | a time when they discovered something on the Internet |
| 3 Jarrett Krosoczka | ○ | ○ | a time when they learned something about themselves |

C Work in a group. Imagine you are going to give a presentation. Choose one of these topics. Prepare and tell a short anecdote.

inspiration kindness friendship honesty change

I once ordered a coffee, but when I went to pay, I realized I didn’t have my purse.
The woman behind me in line offered to buy the coffee for me. It was so kind!

Rio de Janeiro’s downtown skyline

▶ 8.9 Play Part 3 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *low-income communities* and *initiative*.

D CRITICAL THINKING Have students work in pairs or small groups. Ask them to think about some problems in their city and how people-led solutions could help. Tell students to think about their own experiences and if there is any kind of project they would want to be involved in. Ask for volunteers

to share some of the points they discussed with the class.

Language Note

Part 1
An organization is *founded* when it is started by someone. When more than one person is involved in starting an organization, it is *cofounded*. Note that the term is also sometimes spelled as *co-founded*. The individuals who started the organization are referred to as *co-founders*.

TED TALKS

A *network* is a group that is connected and, therefore, useful to each other.

Part 2

A *demolition* refers to the purposeful destruction of a building.

When someone *goes missing*, it means that person has disappeared unexpectedly.

A *centralized intelligence system* refers to a network of information that people can use to help solve crimes, such as *missing person cases*.

An *eviction* happens when someone is forced to leave the place or property where they reside.

Part 3

A *low-income community* is a neighborhood or part of a city where the average resident makes less than the average wage.

An *initiative* refers to an action or plan, usually to make a positive change.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Using anecdotes**. Explain that an anecdote is a story that really happened.

A Have students preview the task and listen carefully to Orofino’s anecdote.

▶ 8.11 Play the video. Elicit their impressions of Orofino’s story.

B Have students complete the activity based on what they remember.

▶ 8.12 Play the video to check answers.

C Give students time to look over the topics before working in groups. Read the example aloud. Explain that students will tell a true short story about something that happened to them. Ask for volunteers to share their anecdotes with the class.

8D

Creative solutions

LESSON OVERVIEW

Aims: Decide on a solution to a community problem; give an example.

COMMUNICATING

A Have students work in groups. Have them preview the task together. Students should understand that the purpose of the smartphone app is to help pet owners find pets that have gone missing. The app should somehow help the pet owner connect with the local community to help them find their pet. Ask students to brainstorm in their groups some ideas for how to help owners find lost pets more efficiently.

B Ask each group member to choose their favorite solution and explain why to the group. Then have groups vote on which solution to focus on. Explain that students should only have one idea per group, but their ideas could possibly combine some of the ideas listed in activity **A**.

Tell groups to write a list of reasons and examples of why their solution will be an effective one. Explain that they are going to present their proposal to the class, and they will need to give reasons and examples to support it.

Read aloud the phrases for **Giving examples**. Encourage students to use them in their presentation to introduce their examples and anecdotes.

Have groups practice their presentations.

C As groups deliver their presentations to each other, ask the students who are listening to take notes and ask follow-up questions. Encourage the groups to also give feedback to each other on ways to improve their ideas or offer additional ideas.

8D Creative solutions

COMMUNICATING Let's fix this!

A Your city has a problem with lost pets. When a pet gets lost, there is no way to track or find it. The local government wants someone to design a smartphone app to help. Work in a group. Brainstorm ways an app could help solve the problem.

An app could help you track your pet's location.

Good idea! How would that work?

B Choose the best ideas and work together to design your app. Complete the notes below.

Name of app:
What can it do?
How does it work?

Giving examples

For example, ... For instance, ... such as ...
A case in point is ... Most notably, ... Take ... for example ... Another case in point is ...

C Work with another group. Compare your ideas. Which app do you think would be best at solving the problem?

CRITICAL THINKING A change for the better

Discuss the following questions and statements in groups.

- 1 Where is a good place around your university to hang out? What makes it good? *Answers will vary*
- 2 Imagine you are allowed to make one change — big or small — to your city. What change would you make? Why? *Answers will vary*
- 3 Some people think that government should spend more money on improving city roads and highways. Others think that government should spend more money on improving public transportation (e.g., buses, trains, and subways). What is your opinion? *Answers will vary*



A dog is fitted with an electronic tracking device.

★ CHALLENGE Have each group present their app idea to the entire class. After all groups have presented, take a class vote to decide which app is the best solution. Elicit opinions and reasons as to why.

CRITICAL THINKING

Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in small groups. If necessary, give students some time to do some research online before discussing.

Encourage students to share ideas and brainstorm together. Then elicit ideas from them. Ask for volunteers to share their opinions.

➡ EXTENSION ACTIVITY Have students work individually to list the pros and cons of rural and urban life. Have students work in pairs or small groups to discuss which kind of life they prefer to live—rural life or urban life. Ask volunteers to share their opinions with the class.

9 Giving



Joy Sun
Aid worker, TED speaker

9 Giving

WARM UP

Have students look over the picture, caption, and quote on the page. Note that the quote is the last sentence the speaker says in the video clip.

Point out the speaker's job title: *aid worker*. Elicit or explain its meaning. Note that traditionally, aid workers are employed at organizations that support humanitarian causes across the globe. However, Sun is trying to change the idea of what an aid worker or organization does.

▶ **9.1** Play the preview clip of the TED Talk. Have students discuss in pairs.

For question 1, note that the answer is also in the quote on page 69. Sun talks about both throwing money out of a window and putting cash into people's hands. She gives both examples to argue that most aid workers wish money was donated directly to the people in need.

For question 2, ask students to work in pairs to discuss their thoughts on this and brainstorm some ideas. Students will have to infer that Sun believes money is being wasted by aid organizations, and most workers feel it would be much more effective to give directly to people instead of wasting it on administrative costs.

UNIT GOALS

In this unit, you will ...

- learn about giving to charities and causes.
- watch a TED Talk about a different way to donate money.
- talk about the modern way that charities work.

WARM UP



▶ **9.1** Watch part of Joy Sun's TED Talk. Answer the questions with a partner.

- 1 According to Sun, what do many aid workers want to do? [Give cash directly to poor people](#)
- 2 Why do you think they might feel this way?
[Answers will vary](#)

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UNIT GOALS

The unit focuses on charities, causes, and how to give more effectively. Students will learn language to discuss donating to and supporting causes, and how to make and accept offers. They will also watch a video about how technology is changing the way we give. Note that the topics in this unit build on the ideas on making ethical choices and mobilizing people to make positive changes in their communities.

TED Speaker

Aid worker Joy Sun started the organization GiveDirectly.

TED Talk Summary

After being employed in Africa for ten years at typical aid organizations, Sun made a huge shift in the way that she thinks about charity. She began to believe that putting money directly in the hands of people does more to improve their lives than most aid organizations do. As a result, she started GiveDirectly.org. Sun argues that giving cash directly to those who need it is the best way to help people.

Idea Worth Spreading

Donating directly to people who need the money is a better way to positively impact people's lives.

➡ **EXTENSION ACTIVITY** Have students work in pairs. Ask them to share anecdotes and personal stories about experiences they have had with charities. Do they think that most charities use money effectively?

A baby pink river dolphin is rescued from illegal traders, Amazon River, Peru

9A

A helping hand

LESSON OVERVIEW

Aims: Learn words for talking about helping others; listen to someone talk about fundraising experience; practice talking about good causes.

Target Vocabulary: awareness, cause, charity, donate, donation, event, fundraiser, social work, support, volunteer

VOCABULARY

A Have students work individually to fill in the blanks.

9.2 Play the audio. Check answers in pairs. Ask students to explain the meaning of each collocation. Then check answers as a class, eliciting example sentences for each.

B Tell pairs to think of charities that they've read about or volunteered at in the past. Encourage students to list local charities, if possible. Point out that they will be discussing the charities in activity **C**, so they should choose organizations that they know about.

C Have students work in the same pairs. Ask them to share everything they know about the charities that they listed. Point out that they can discuss one or two charities, depending on how much background information they have about each. Model the example with a volunteer. Tell students to use expressions from activity **A** to support their discussion. Ask for volunteers to repeat their conversations for the class, or have pairs meet with other pairs to introduce the charities that they know.

9A A helping hand

VOCABULARY Helping others



A **9.2** Fill in the blanks with the words you hear.

I live in Jakarta, Indonesia, and I'm one of the volunteers who ¹ donate time at Yayasan Wisma Cheshire, a local charity that is making a big difference in the lives of adults who have problems with ² mobility. Several businesses and local people support our ³ cause with cash donations. We train the residents in various crafts. To ⁴ raise money, we sell these goods. Sometimes we hold events like charity dinners, which have been a big success.

B Work with a partner. Think of at least one charity for each category below. *Answers will vary*

Health	Environmental	Animal welfare

C Choose one or two charities from **B**. Explain what they do.

Save the Children raises awareness of children's rights.

Yeah, and they raise money for better health care and education.

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Language Note

Some additional language for talking about helping others:
collect: *collect donations, collect money, collect contributions*
find: *find donors, find sponsors, find funding*
give: *give a donation, give to a charity, give to a cause*
contribute: *contribute to a cause, contribute time*
attend: *attend a charity event, attend a fundraiser*

EXTENSION ACTIVITY Have students work individually. Remind them of the organizations and people that they learned about and discussed in **Unit 8**. Ask them to describe one of those organizations using the language they now know about charities and charitable actions.

LISTENING My fundraising adventure

Understanding directions

The nouns *north*, *south*, *east*, and *west* are also often used as adverbs to describe a direction of movement.
go north head south sail east fly west



- A ▶ 9.3 Watch Neil Glover talking about a time he raised money for charity. What did he do to raise money?
a He walked 100 km. b He sailed across an ocean. c He drove around a country.

- B ▶ 9.3 Watch again. Circle T for true or F for false.

- 1 The event took place in England. T (F)
2 The journey took eight days. (T) F
3 Glover and his friends raised money online. (T) F
4 Glover's team raised \$170,000. T (F)

C CRITICAL THINKING

Personalizing Would you like to take part in the event Glover described? Why or why not? Discuss with a partner.
Answers will vary

SPEAKING Talking about good causes



- A ▶ 9.4 Fill in the blanks with the words you hear. Then listen again and pay attention to the weak form.

A: Oh, my sister just ¹ texted me. She asked me to donate some money to charity.

B: What type of charity?

A: She's trying to raise money to help save the rain forest for an animal charity / for cancer research.

B: That's great!

A: Yeah. Last year, she ran a marathon to help raise ³ awareness.
She also ⁴ set up a website. held an event / held a fundraiser

B: So, how much do you think you'll give? donate / contribute

A: Hmm. I think I'll donate \$20.

B: OK. Well, if you give \$20, I will, too.

After all, it's for a really good cause. worthy / worthwhile

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

- C Think about a time you helped a charity or cause. Note your ideas below. Work with a partner and explain how you helped.

Charity/Cause	How you helped

Last year, I volunteered at a hospital. I read books to young children.



Fundraiser Neil Glover with local children during his fundraising journey

- C **CRITICAL THINKING** Read the question aloud. Tell students to share their reasoning for wanting, or not wanting, to participate. Encourage partners to share stories about any unusual charitable events that they've been a part of or watched.

- ★ **CHALLENGE** Elicit a class discussion about the event that Glover was in. Ask students to comment on why they think it's an effective charity event, or why it's not.

SPEAKING

- A Ask students to fill in the blanks as they listen to the audio.

▶ 9.3 Play the audio. Have students check answers in pairs. Ask students: *What did the speaker's sister do last year to raise money?* (She ran a marathon.) Point out the expression: *It's for a good cause*. Explain that this is a common reason to explain why we give money. Note that the two alternative options are also common expressions: *It's for a worthy cause*. *It's for a worthwhile cause*.

- B Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutions for the words in blue.

- ⊕ **SUPPORT** Play the audio again, pausing after each line so that students can repeat.

- C Read the directions aloud. Ask students to use the language in the lesson to talk about a charity or cause that they have supported. Give students time to work individually to fill out the chart before discussing in pairs. Tell students to give some background information about the charity, if necessary. Explain that students can talk about the same charity as in **Vocabulary**, but they need to add new information and stories. Model the example. Point out that the speaker uses the past tense to discuss the event because it happened last year. Encourage partners to ask follow-up questions.

LISTENING

Read **Understanding directions** as students read along. Read the expressions aloud. Explain how the direction nouns can be used as adverbs to modify a verb. Point out that these adverbs come after the verb. Elicit any other words that can be used to modify verbs when giving directions (*straight*, *left*, *right*, etc.).

- A Have students preview the task. Point out that they only need to listen for information about the event.

▶ 9.3 Play the video. Have students do the exercise individually. Check

answers as a class. Elicit the language the speaker used to talk about directions (*drove south*).

- B Have students preview the task. Encourage them to guess answers based on their first listening.

▶ 9.3 Play the video again. Check answers as a class. Elicit how to make any false statements true: The event took place in India; Glover's team raised \$4,000, but the event raised \$170,000.

9B

I'll make a donation.

LESSON OVERVIEW

Aims: Understand an infographic about raising money online; make offers and describe real conditions; practice planning an event.

Infographic Summary: The infographic compares the success of various online social media platforms in regard to fundraising and highlights the difference in cost between online fundraising and traditional fundraising. Overall, we see that social media is the most effective and the most efficient way to raise funds.

LANGUAGE FOCUS

A Read the questions aloud. Give students time to look over the infographic. Have students do the exercise individually. Check answers as a class. Ask students if they've ever raised money online or participated in an online fundraising campaign.

B Have students preview the task.

9.5 Play the audio. Have students do the exercise individually. Check answers as a class. Elicit the answer to a more detailed question about the audio. Ask: *How much in donations has the speaker collected so far?* (\$950)

C Have students work individually to fill in the blanks with the words they hear.

9.6 Play the audio to check answers. Elicit or explain a new way of donating money using smartphone apps.

9B

I'll make a donation.

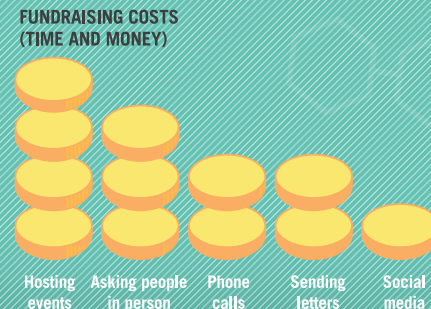
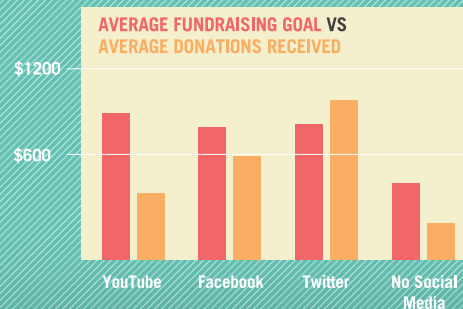
LANGUAGE FOCUS Talking about fundraising

A Read the information. Answer these questions with a partner.

- What two benefits of online fundraising does the infographic show?
It generates more money and has lower costs.
- According to the infographic, which online platform is the most effective way of raising money?
Using Twitter

GIVING ONLINE

Statistics show that fundraising online can generate more donations than traditional methods. Costs are also lower—both in terms of time and money spent.



B 9.5 Two people are talking about fundraising. Listen and complete the sentences.

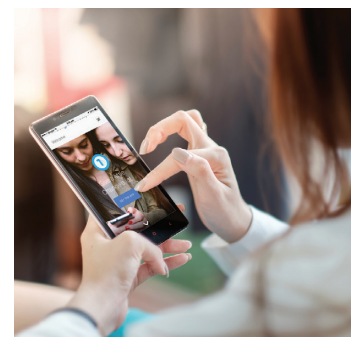
- The man is raising money for a local children's charity.
- The man is using Facebook to collect donations.
- His friend says he will donate 50 dollars.



C 9.6 Listen to a description of a new charity app. Fill in the blanks with the words you hear.

Giving has never been easier. With the One Today app, you get details of a different charity sent to your ¹ smartphone every day. If you decide to donate, the app will send ² money directly to that day's charity.

The app is customizable, too. If you add details about your ³ preferences, the app will send information about different charities based on your interests. Many donations are just a dollar. The app's ⁴ developers feel that more people will give money if the donations are small.



SPEAKING Planning an event

A Read and study the language in the chart. Pay attention to the use of **will for offers and conditions**.

Making offers and describing real conditions

I need help planning the event.	OK. I'll help you.
I'll help you if I have enough time. I'll give you a hand if you need another person.	If I have enough time, I'll help you. If you need another person, I'll give you a hand.
We won't have enough people if you don't help.	If you don't help, we won't have enough people.
If I give \$20, will you give the same amount?	Yes, I will. / No, I won't.

For more information on **will for offers and conditions**, see Grammar Summary 9 on page 126.

B Work in a group. Your school is going to hold an outdoor fundraiser for a charity of your choice. Decide on a charity and then plan the event. Discuss the questions below. Try to use **will for offers and conditions** in your discussion. *Answers will vary*

How will you advertise?	When and where will the event be held?
What activities will there be?	What will each person's responsibilities be?

C Create a backup plan in case these things happen. What will you do in each case? *Answers will vary*

It rains.	Nobody comes.	Nobody wants to donate.
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If it rains, we'll have it on a different day.

Yeah, we'll try to move it to the following weekend.

I will sponsor you if you run the marathon.

If you run the marathon, I will sponsor you.

B Have students preview the task. Divide the class into groups. Read aloud the questions that they should consider as they plan their events. Point out that it's an outdoor event with the aim of getting people to donate money. Tell groups to first choose a charity or a cause to support. If students don't know about local charities, give them time to research online or let them create an imaginary charity for the activity.

C Have groups preview the task. Elicit the meaning of *backup plan*. Explain that organizations that plan big events have to have backup plans in case unexpected things happen like bad weather. Tell each group member to take one unexpected event and offer a suggestion or solution. Then tell other group members to add any additional suggestions that they have.

★ **CHALLENGE** Have students add one unexpected situation that they need to prepare for. Have each group introduce their situation to the class so that all groups have to think of a backup plan for that situation.

➡ **EXTENSION ACTIVITY** Have groups make a poster, online advertisement, or radio commercial for their event to advertise at the school or to community members.

SPEAKING

A Have students read over the language chart. Note that students are learning how to both make an offer and accept or refuse the offer. Direct students to page 126 of the Student's Book for additional information.

Grammar Note

The language chart introduces real conditionals and language for *making offers*. Note that in this case, *making offers* refers to offering help or money to someone.

While the offer is made in the future tense, using *will*, the conditional *if*-clause uses the present tense. Note that when the sentence starts with *if*, a comma is used to separate the two clauses.

9C

Should you donate differently?

LESSON OVERVIEW

Aims: Watch and understand a talk about donating directly; observe using supporting evidence.

Target Vocabulary: dedicated, invest, recipient, veteran

TED Talk Summary: After working for ten years at aid organizations in Africa, Joy Sun came to the conclusion that donations could be put to better use if given directly to the people who need them, instead of to aid organizations. Sun shares research that shows how people use money that has been directly given to them and argues that it is a much more effective and efficient way to make a difference in people's lives. Her organization GiveDirectly does just that.

PREVIEWING

Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word. Note that the noun *veteran* is often used as a modifier, such as in the paragraph and TED Talk (*veteran aid worker*), to indicate that someone has done something (e.g., a job) for a long time.

VIEWING

A Have students preview the task. Tell them to listen carefully for what Sun agrees with now. Note that some of the statements are beliefs that she talks about because she used to have them.

▶ **9.7** Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class.

9C

Should you donate differently?

TED TALKS

JOY SUN is a **veteran** aid worker who has **dedicated** her career to helping the poor. Her idea worth spreading is that there may be more value in giving money directly to poor people, for needs the **recipients** identify themselves, rather than **investing** in aid programs.



PREVIEWING

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

- 1 people who receive something: recipients
- 2 given all your time and effort to: dedicated
- 3 an experienced person: veteran
- 4 putting money into something: investing

VIEWING



A ▶ **9.7** Watch Part 1 of the TED Talk. Check [✓] each statement that Sun agrees with.

- ☒ It can be a good idea to give cash directly to poor people.
- ☐ Aid workers do more good for poor people than they can do for themselves.
- ☐ Poor people are poor partly because they don't make good choices.



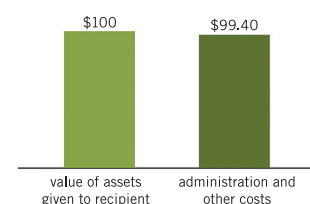
B ▶ **9.8** Watch Part 2 of the TED Talk. The chart shows what happened in three countries when poor people received cash. Complete the notes by circling the correct words.

Uruguay	Sri Lanka	Kenya
<ul style="list-style-type: none"> Pregnant women bought better <u>(food / clothing)</u>. Women gave birth to healthier babies. 	<ul style="list-style-type: none"> Men invested in their <u>(businesses / homes)</u>. 	<ul style="list-style-type: none"> People invested in a range of assets. Farming and business income <u>(increased / decreased)</u>.



C ▶ **9.9** Look at the graph. Does it show a successful or unsuccessful aid program? Discuss with a partner. Watch Part 3 of the talk to check your answer.

The graph shows an unsuccessful aid program.



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Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *assumption* and *evidence*.

B Have students preview the chart. Tell them to check what information they need to listen to for each country.

▶ **9.8** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *dozens*, *assets*, and *home improvements*.

C Give students time to look over the graph and discuss with a partner.

▶ **9.9** Play Part 3 of the TED Talk to check answers. Write on the board: *The real irony is, for every 100 dollars' worth of assets this program gave someone, they spent another 99 dollars to do it.* Check answers and go over the meaning of the quote on the board by using the graph. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *irony*.



D ▶ **9.10** Watch Part 4 of the TED Talk. Circle the correct words to complete the summary.

GiveDirectly sends ¹(food / **money**) directly to the poor. So far the organization has helped ²(1,000 / **35,000**) people in Kenya and Uganda. Cash is sent to families in ³(**one-time** / monthly) payments. The organization looks for the ⁴(**poorest** / youngest) people in the poorest places. Sun wants other aid organizations to prove they are doing more for the poor than the poor do for themselves.



A man receives cash from GiveDirectly through his mobile phone.

E CRITICAL THINKING

Reflecting Has Joy Sun's talk changed the way you think about giving to charity? Why or why not? Discuss with a partner. **Answers will vary**

VOCABULARY IN CONTEXT



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

PRESENTATION SKILLS Using supporting evidence

In any presentation, it's important to support any points you make with evidence. For example, you could choose to:

- give a statistic
- cite some research
- tell an anecdote



A ▶ **9.12** Watch the excerpts from Joy Sun's TED Talk. Notice how Sun cites research to support her argument.



B ▶ **9.13** Watch the excerpts. Match each speaker to the type of supporting evidence they use.

- 1 Munir Virani — tells an anecdote.
- 2 A. J. Jacobs — cites some research.
- 3 Andras Forgacs — gives a statistic.

C Work in a group. Each person chooses a topic to talk about for 30 seconds. As part of your talk, use some supporting evidence.

- a good charity to support
- something good your school does
- a good place to volunteer
- why giving time is better than giving money

D Have students preview the task. Tell them the paragraph is a summary of what they will watch. Note that students may be able to guess the answers based on what they've learned so far about Sun's ideas about aid.

▶ **9.10** Play Part 4 of the TED Talk. Have students work individually to complete the activity. Have students check answers in pairs by reading the paragraph aloud to each other. Explain the meaning of any unfamiliar language. Suggestions for Part 4 include *intermediaries*, *corruption*, and *eradicating*.

E CRITICAL THINKING Read the questions aloud. Give students time to think before discussing. Tell them to support their opinions with reasons, and share stories or anecdotes. Ask for volunteers to share some of the points they discussed with the class.

Language Note

Part 1
An *assumption* is accepted as true without *evidence*. *Evidence* provides proof that something is true (or not).

TED TALKS

Part 2

While a *dozen* specifically refers to the number twelve, the plural *dozens* is used to refer to a general amount that is a lot.

An *asset* is something you own of value.

Home improvements refers to making physical changes to your house.

Part 3

The noun *irony* refers to a situation that is the opposite of what you expect.

Part 4

An *intermediary* is a middle man who helps connect people.

Corruption refers to the misuse and stealing of funds.

To *eradicate* something means to make it disappear completely.

VOCABULARY IN CONTEXT

▶ **9.11** 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 about **Using supporting evidence**. Elicit the types of evidence: quotes, statistics or research, anecdotes.

A Have students preview the task.

▶ **9.12** Play the video. Elicit what evidence Sun uses and how it impacts the listeners.

B Have students preview the task.

▶ **9.13** Play the video. Have students do the exercise individually. Check answers as a class, eliciting thoughts on what kind of impression the evidence made on them.

C Give students time to look over the topics and write notes. Have them take turns presenting to their groups. Then group members make suggestions of additional evidence that could have strengthened their messages.

9D

Choosing a charity

LESSON OVERVIEW

Aims: Discuss how much to donate to six different charities; explain reasons.

COMMUNICATING

- A** Have students work individually to read the descriptions of the six charities. After students have finished reading, elicit a few details about the charities from the class to check comprehension.
- B** Divide the class into groups. Tell each group to imagine they have \$100 to donate to one or more charities. Ask groups to discuss each charity in turn and decide how much of their \$100 they would like to donate. Encourage students to keep a note of the decisions they make. Read aloud the phrases for **Explaining reasons**. Encourage students to practice using them in their group discussions, in addition to the next discussion with other groups.
- C** Ask each group member to contribute at least one reason. Tell groups to take turns presenting to each other. Remind them to use evidence to support their ideas. Ask the group who is listening to ask follow-up questions.

★ **CHALLENGE** Have each group repeat their presentations to the class. Tell them to first make adjustments to improve their presentation based on their experiences presenting to the other group.

9D

Choosing a charity



A boy in Aceh, Indonesia, carries aid dropped by helicopter after the 2004 Indian Ocean Tsunami.

COMMUNICATING How to give

- A** Six charities are asking for donations. Turn to page 107 and read the information.
- B** Work in a group. You have \$100 to donate to one or more charities. Decide as a group who to give to, and how much to give.

I think we should give some to Tsunami Relief.

Maybe we should give to a local charity. It will help our community.

- C** Work with another group. Present your ideas. Give reasons for your decision.

Explaining reasons

Let me tell you why.

Why ... ? I believe that ...

Let me explain why.

Because to ..., it sounds ...

Let me give you the reason.

I hold the assumption that ...

CRITICAL THINKING A charity I support

Discuss the following questions and statements in groups.

- 1 Why do some veteran aid workers give money directly to poor people instead of investing in aid programs? *Answers will vary*
- 2 Think about a good cause or a charity. Explain what it does, using supporting evidence. *Answers will vary*
- 3 Talk about some new and more effective ways of donating. Explain why they are more effective. *Answers will vary*

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CRITICAL THINKING

Read the questions and statements aloud as students read along. Give students a few minutes to think about their answers before discussing in groups. Tell them to gather some supporting evidence. If necessary, give students a short time to do some quick research online before discussing.

Encourage students to share ideas and brainstorm more together. Ask for volunteers to share some of the points they discussed with the class.

➔ **EXTENSION ACTIVITY** Have students introduce the charity that they talked about in groups to the class. Use this as an opportunity to review the presentation skills that students have learned so far in the book. Ask them to use as many skills as possible in their presentations.

Presentation 3 Describing a great city

MODEL PRESENTATION

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

ate out	check out	definitely	grew up	in
lively	locally	museums	suburbs	to

Today, I'm going to tell you about a great city that I visited last year—Toronto. Toronto is the most populous city in Canada. According ¹ _____ to _____ the 2011 census, Toronto had a population of around three million people and it's the fourth largest city in North America. It's a really ² _____ lively _____ and cosmopolitan place. I stayed for a week with my friend Josh, who ³ _____ grew up _____ in Toronto. He lives in the ⁴ _____ suburbs _____, but I visited the downtown area almost every day. There are so many things to do and places to see. I visited a lot of ⁵ _____ museums _____ and art galleries, and in the evenings I ⁶ _____ ate out _____ at some great restaurants. Toronto is also well known for its music scene—I managed to ⁷ _____ check out _____ some really cool bands while I was there. My favorite place though was St. Lawrence Market. According to *National Geographic*, it is the world's best food market, and I could see why. You can spend hours there looking at and trying some of the ⁸ _____ locally _____-produced food. ⁹ _____ In _____ the future, I'm hoping to visit again. When I finish university, I'd love to be able to find a job there and make Toronto my home. It ¹⁰ _____ definitely _____ won't be easy, but who knows?

Thank you so much.



B P.3 Watch the presentation and check your answers.

C P.3 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 ...

- ☐ uses questions to signpost
- ☒ personalizes the presentation
- ☒ closes the presentation effectively
- ☒ provides background information
- ☐ numbers key points
- ☒ uses their voice effectively
- ☒ uses an effective slide
- ☒ tells an anecdote
- ☒ uses supporting evidence

C Have students preview the task.

P.3 Play the video again. Check answers as a class.

- As a quick reminder, elicit the presentation skills from Units 1–6:
1. signposting with questions
 2. personalizing a presentation
 3. closing a presentation
 4. providing background information
 5. numbering key points
 6. using your voice effectively

Then elicit the presentation skills for Units 7–9:

7. creating effective slides
8. using anecdotes
9. using supporting evidence

Ask students to describe the slide they see in the video. Was it effective? How could it be improved?

Review the presentation skills from Units 7–9 in more detail. Elicit the language options or techniques for each that students can use in **Your Turn**.

Presentation 3

Aims: Students give a short presentation to a group about a city using the presentation skills they learned in Units 7–9 as well as relevant ones from previous units.

MODEL PRESENTATION

A Have students work individually to complete the sentences. Elicit points about the presentation:

1. What is the topic? (Toronto)

2. What is the purpose of the talk? (to introduce an interesting place)
3. What background information does the speaker provide? (the population and size of the city)
4. What positive points about the city does the speaker mention? (restaurants, museums, bands, food market)

B P.3 Play the video to check answers. Ask students to comment on any ways in which the speaker changed her voice during the presentation. Did they think it was effective?

YOUR TURN

A Have students preview the task. Encourage them to choose a city that they know about.

Give students 10–15 minutes to write notes about the city. If necessary, give them time to go online and gather useful statistics for their presentations. Note that students will mostly be focusing on language and expressions learned in Unit 8 for this presentation. If time permits, have students do a quick page-by-page look at the unit to review the content.

B Read the useful phrases aloud as students repeat.

Give students additional time to revise their notes and decide what language to use in their presentations.

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

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 in the example (*You had good signposting throughout. I could follow your presentation easily*), and then offer any points that need to be improved (*But you forgot to close effectively*).

★ CHALLENGE Have partners make suggestions of how the presentation could be improved. Then have students give their presentations again for the class.

YOUR TURN *Answers will vary*

A You are going to plan and give a short presentation to a partner about a city you’ve visited, or a city you’d like to visit. Use some or all of the questions below to make some notes.

What’s the name of the city?

Where is it exactly?

What’s special about it?

What did you do there?/What would you like to do there?

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

Useful phrases

Places in a city:*galleries, markets, museums, riverfront, suburbs, theaters*

Adjectives to describe a city:*bustling, lively, modern, multicultural*

Phrasal verbs:*eat out, check out, hang out, get around*

Future hopes:*I’d love to ... / Hopefully, I’ll ...*

C Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–9. As you listen, check [✓] each skill your partner uses.

The speaker ...

☐ uses questions to signpost

☐ uses their voice effectively

☐ personalizes the presentation

☐ uses an effective slide

☐ closes the presentation effectively

☐ tells an anecdote

☐ provides background information

☐ uses supporting evidence

☐ numbers key points

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

That was really good. I liked the anecdote you told and the slides you used were good. Next time, you could try using more evidence to support what you say.

10 Mind and Machine

“We are really only scratching the surface of what is possible today.”



Tan Le
Entrepreneur, TED speaker

UNIT GOALS

In this unit, you will ...

- learn about the capabilities of the human brain.
- watch a TED Talk about a technology with life-changing applications.
- talk about how our lives might be transformed using mind-reading technology.

WARM UP



▶ **10.1** Watch part of Tan Le's TED Talk. Answer the questions with a partner.

- 1 What does the headset allow Evan to do? *It allows him to move an object on a computer screen using only his mind.*
- 2 What do you think this technology could be used for?
Answers will vary

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10

Mind and Machine

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit the meaning of *scratching the surface*. The expression refers to only having shallow knowledge of something. Note that the quote will not be heard in the video clip.

▶ **10.1** Play the preview clip of the TED Talk.

For question 1, note that students will see a demonstration of a headset being used that can read a person's thoughts by sensing brainwave activity. The volunteer is trying to pull a virtual image toward him with his thoughts.

For question 2, note that students don't have to understand the technology in detail to discuss. They simply have to see what's possible, which they observe in the demonstration in the video. Have students brainstorm some possible uses for similar technology. Elicit ideas from pairs. Possibilities Tan Le later discusses range from helping disabled people with mobility issues to playing video games.

UNIT GOALS

The unit focuses on the brain. Students will learn language to talk about the brain and discuss how technology can be used to harness the brain's powers. They will watch a video about how companies are using mind-control technology to create useful, life-changing applications. They will also watch a demonstration of one such device.

TED Speaker

Tan Le is the founder of Emotiv, a company developing technology for reading brainwaves.

TED Talk Summary

Tan Le gives a demonstration of a headset that her company is developing that can read our brainwaves and enable us to interact with virtual or mechanical objects. She explains how this technology has the potential to change our lives, from improving video games to helping people with disabilities.

Idea Worth Spreading

We may soon be able to use life-changing technology that can read our thoughts.

Content Note

TED speaker Tan Le has an interesting personal history that is worth sharing with students if time permits. Her family fled Vietnam in a small boat when she was four years old and rebuilt their life from there. She grew up in Australia and now lives in San Francisco, where she heads her company. She tells her riveting life story in another TED Talk, "My Immigration Story." It is a good example of the power of engaging an audience with a personal story.

10A

The brain

LESSON OVERVIEW

Aims: Learn words for talking about the brain; listen to a brain expert; practice talking about games that test the brain.

Target Vocabulary: balance, concentration, dream, emotion, memory, sensation

VOCABULARY

A Have students preview the task. Point out that the circles next to each part of the brain are color coordinated with the picture of the brain in the picture on the page. Tell students to refer to the picture as well when they listen to the audio.

▶ 10.2 Play the audio. Have students work in pairs to match the words and definitions. Check answers as a class.

B Have students work individually. Note that activity **A** uses the vocabulary with more technical information about the brain, while Activity **B** shows more general uses of the words and explains their meanings. Check answers as a class, eliciting additional example sentences for each vocabulary word.

C Have students work in pairs. Tell them to use the information in activity **A** and the diagram to decide which part of the brain is engaged for each of the examples in activity **C**. Have pairs compare their answers with another pair.

Language Note

The term *hand-eye coordination* refers to our ability to see and move at the same time in an organized fashion. While all humans have this skill, we usually only refer to it when praising someone, such as an athlete who has especially impressive hand-eye coordination.

10A The brain

Parts of the brain

- Frontal lobe
- Occipital lobe
- Temporal lobe
- Cerebellum
- Parietal lobe



VOCABULARY Brain functions



A ▶ 10.2 Listen and match each part of the brain to its function.

- | | |
|----------------|---|
| Frontal lobe | long-term memory , understanding language |
| Occipital lobe | pain and touch sensations , numbers, spelling |
| Temporal lobe | concentration , problem-solving, emotions |
| Cerebellum | processing visual information, dreams |
| Parietal lobe | balance , hand-eye coordination |

B Fill in the blanks with the words in **bold** in **A**. Change the form where necessary.

- Balance is important when you walk.
- When you concentrate, you think hard about something.
- Dreams are thoughts you have when you're asleep.
- An example of an emotion is love.
- Your memory is your ability to remember things.
- A sensation is a physical feeling.

C Work with a partner. Which parts of the brain do you think are involved in these activities? **Answers will vary**

solving a math problem	playing tennis	cooking dinner
looking at a pretty sunset	writing an essay	remembering your fifth birthday

I think solving a math problem involves the frontal lobe.

I agree. I think it also involves the ...

80

➡ EXTENSION ACTIVITY Have students work in small groups to make an infographic about the brain using the information and language in **Vocabulary**. Hang the infographics around the classroom for others to see.

LISTENING The power of visualization

Listening for instructions

In English, instructions are often given using the imperative form of the verb. For example:
Open your books. Don't forget to ... Be quiet.



- A** ▶ **10.3** Watch psychology professor Brian Scholl describe a simple experiment. What is the aim of the experiment?
to see if visualization can improve hand-eye coordination
- B** ▶ **10.3** Watch again. Number the steps in the experiment 1–4.
- | | |
|---|---|
| 3 | Try to make some baskets. |
| 2 | Crumple up some pieces of paper. |
| 4 | Visualize your throw and then try to make some baskets. |
| 1 | Set up a wastebasket. |



Psychology professor Brian Scholl

C CRITICAL THINKING

Applying Work with a partner. Try the experiment Scholl described. Discuss your results.

SPEAKING Talking about a game



- A** ▶ **10.4** Fill in the blanks with the words you hear. Then listen again and pay attention to the liaison.
- A: Hey, what are you doing?
B: I'm playing a ¹ *brain game*.
A: A brain game? What's that?
B: It's an ² *app* that exercises your brain.
I use it every day. Do you want *to try*? *have a go / give it a go*
A: *Sure!* *Yeah, OK. / I'd love to!*
B: There are different *games* that exercise different parts of your brain.
A: Wow! This one's really ³ *tricky*. *complicated / difficult*
B: Yeah, it is at first. But ⁴ *keep trying*. *don't give up / don't quit*
You'll get better really quickly.

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

C Work with a partner. Try the following brain game. Count each *f* in the sentence below.

Fifty-five fireflies flew from the top to the bottom of the fig tree. 9

Was it difficult? Can you explain why? Discuss with your partner.

D Turn to page 108 and try two more brain games. Which one do you find most difficult?

On page 108 there are 8 squares.

81

LISTENING

Read the box **Listening for instructions**, eliciting or explaining the meaning of *instruction*. Then read the information and phrases as students read along. If necessary, explain that the imperative form is the infinitive of the verb without *to*.

A Have students preview the task.

- ▶ **10.3** Play the video. Have students do the exercise individually. Check answers as a class. Elicit an explanation and demonstration of hand-eye coordination. Ask students to name some sports that require

good hand-eye coordination.

B Give students time to preview the task.

- ▶ **10.3** Play the video again. Have students do the exercise individually. Check answers as a class.

C Have pairs report the results of their experiments to the class. Did their performance results change when they used visualization or not? Which of them have better hand-eye coordination?

➡ **EXTENSION ACTIVITY** Ask students to share with a partner anything they

do to keep their brains active and healthy.

SPEAKING

A Ask students to fill in the blanks as they listen to the audio.

- ▶ **10.4** Play the audio. Check answers as a class. Ask: *How often does the speaker use the app?* (every day) Point out the expression: *Do you want to try?* Explain that this is a useful question to invite someone to try something that you are doing. Note that *want to* often becomes *wanna* as the sounds are commonly linked when pronounced.

B Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutions for the words in blue.

➕ **SUPPORT** Play the audio again, pausing after each line so that students can repeat.

C Give students enough time to do the brain game. Have them do it individually and discuss with their partner after they complete it. Tell them to compare answers and to talk about whether the game was difficult for them. There are nine *fs* in the sentence. People often count only eight as they miss the *f* in *of* due to the fact that it is pronounced as a /v/ sound.

D Have students turn to page 108 and work individually to do the games. Then have them compare their answers and experiences in pairs. Which one did they find more difficult? What part of their brains do they think they were using the most when playing these games?

➡ **EXTENSION ACTIVITY** Have students work in pairs or small groups to try some brain exercises online. Ask them to choose their favorite and introduce it to the class so that others can try it, too.

10B

That's incredible!

LESSON OVERVIEW

Aims: Understand an infographic about the brain; use adverbial phrases; talk about your brain.

Infographic Summary: Six extraordinary facts about the brain are revealed, including the fact that fibers in each person's brain could circle Earth four times

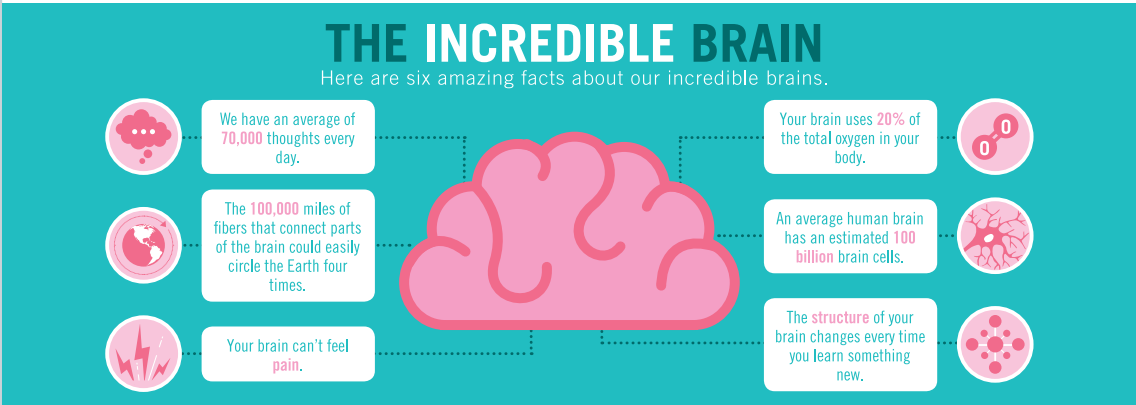
LANGUAGE FOCUS

- A** Have students preview the task. Give students time to look over the infographic. Elicit a class discussion about which fact is the most interesting, and why.
- B** Have students preview the task.
- ▶ 10.5** Play the audio. Have students do the exercise individually. Check answers as a class. Elicit how to make any false statements true. Ask students to raise their hands if they've heard the myth that we only use 10 percent of our brains. Ask them to comment on whether they believed the myth or not.
- C** Have students work individually to fill in the blanks with the words they hear.
- ▶ 10.6** Play the audio to check answers. Ask students to share their impressions of the story of Daniel Tammet.

10B That's incredible!

LANGUAGE FOCUS Discussing facts

A Read the information. Which fact do you find the most incredible? *Answers will vary*



B ▶ 10.5 Listen to an expert give additional information about the brain. Circle **T** for true or **F** for false.

- | | | |
|---|----------|----------|
| 1 Your brain can generate enough energy to power a lightbulb. | T | F |
| 2 Humans only use about 10 percent of their brain. | T | F |
| 3 Men's and women's brains are the same size. | T | F |

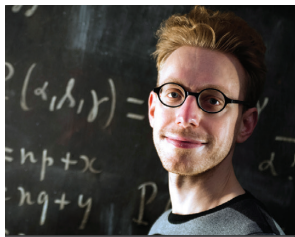


C ▶ 10.6 Listen to this story about a man who can do amazing things with numbers. Fill in the blanks with the words you hear.

Author Daniel Tammet is very good with numbers. Amazingly, he can ¹ memorize pi (π) to 22,500 digits, and he can multiply huge numbers in his head in just seconds.

For Tammet, each number has a color, shape, and ² texture. He says the number 1 is like a shining light, 3 is green, and 5 is like thunder. This ability enables him to perform amazing feats quite easily. As Tammet explains, "When I multiply numbers together, I see two shapes. The image starts to change and ³ evolve, and a third shape emerges."

As a child, Tammet constantly suffered from violent and painful seizures — a condition that affects the ⁴ heart and brain. In spite of this, he performed extremely well at school. Tammet only discovered why he was different at age 25. Doctors diagnosed him as being an autistic savant — a person who suffers from a development disorder but who has amazing brain ⁵ functions.



Daniel Tammet can multiply huge numbers in his head.

SPEAKING Solving a logic puzzle

A Read and study the language in the chart. Pay attention to the use of **adverbial phrases**.

Using adverbial phrases	
Time We have an average of 70,000 thoughts every day . Your brain stops growing at age 25 .	Other examples <i>a day</i> <i>after a while</i>
Manner Without oxygen, your brain would quickly die. The children are playing brain games quietly .	Other examples <i>slowly</i> <i>calmly</i>
Attitude Hopefully , tech innovations will help people with brain injuries. Fortunately , researchers are learning more and more about the brain.	Other examples <i>Luckily</i> <i>Interestingly</i>

For more information on **adverbial phrases**, see Grammar Summary 10 on page 127.

B Try the logic puzzle below with a partner. Read the sentences and complete the chart.

Men's 100 m Freestyle — Final Standings			
Position	Name	Age	Country
1	Roger	32	Australia
2	Paul	37	New Zealand
3	John	27	South Africa
4	Mark	18	England

- 1

John finished ahead of the English swimmer.
- 2

Roger swam well and won the race easily.
- 3

Surprisingly, Paul, at age 37, finished ahead of the eighteen-year-old swimmer.
- 4

Mark was the youngest swimmer.
- 5

The Australian swimmer was 32 years old.
- 6

There was one swimmer from New Zealand.
- 7

A twenty-seven-year-old finished in the third place.
- 8

The South African swimmer was younger than Paul.
- C

Compare notes and share reasoning with the class.

- B

Have students work in pairs to solve the logic puzzle. Give students time to read the statements and ask them to complete the results table based on the information given. When checking answers, write or project the results table on the board. Ask for a volunteer to fill in the table, explaining their thought process as they do so.
- C

Have students check notes in pairs. Encourage them to discuss any deductions they make with other classmates. Then ask students to share the reasoning process that they learned during their discussions.

EXTENSION ACTIVITY Have pairs work together to create a similar puzzle to the one on the page. When finished, distribute the different puzzles around the class and have other students try to complete them.

SPEAKING

A Have students read over the language chart. Tell them to pay attention to the phrases in blue and their positions in the sentences. Explain the meaning and use of the adverbial phrases for each category. Direct students to page 127 of the Student's Book for additional information.

Grammar Note

The language chart introduces adverbial phrases.

Point out the three positions of the adverbs shown in the examples in the language chart. Most adverbs can come before a verb or at the end of a clause. Some adverbs can come at the beginning of a clause, as in the examples under **Attitude**. Adverbial phrases related to time often come at the end of a clause, but many can also be moved to the beginning of the clause for extra emphasis.

10C

A headset that reads your brainwaves

LESSON OVERVIEW

Aims: Watch and understand a talk about mind-reading technology; observe the skill of dealing with the unexpected.

Target Vocabulary: application, interface, virtual, visualize

TED Talk Summary: Tan Le gives a demonstration of a headset her company is developing that can read brainwaves in order to create movement with virtual or mechanical objects. The audience watches a volunteer move a virtual object using only his mind and the headset. She then goes on to explain various ways that this technology can change our experiences, from improving video games to helping people with disabilities.

PREVIEWING

Have students read the paragraph individually. Note that at this point in the unit, students have gained background knowledge about mind-control technology, as well as the brain. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word. Remind students of their guesses in question 2 of the **Warm Up** about how the technology could be made useful.

VIEWING

A Have students work in pairs to complete the summary. If necessary, let them use a dictionary.

▶ **10.7** Play Part 1 of the TED Talk to check answers. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *intuit feelings and emotions and facial expressions*.

10C

A headset that reads your brainwaves

TED TALKS

In TAN LE's talk, she demonstrates a new computer **interface** that makes it possible to control **virtual** objects simply by **visualizing** their movement. Her idea worth spreading is that new technology that "reads our minds" has all kinds of life-changing **applications**, particularly for the disabled.



PREVIEWING

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

- 1 existing only on computers: virtual
- 2 uses of an idea: applications
- 3 creating an image in the mind: visualizing
- 4 a computer's connection to hardware: interface

VIEWING



A ▶ **10.7** Complete the summary with the words from the box. Then watch Part 1 of the TED Talk to check your answers.

body language brain emotions human light machine

Human-to-¹ machine communication

- until now, limited to conscious and direct forms, e.g., turning on a ² light
- people need to give a command to a machine to get it to do something

Human-to-³ human communication

- more complex because we get information from facial expressions and ⁴ body language
- can also understand feelings and ⁵ emotions from talking to someone

Tan Le's goal

- to get computers to respond more like a person would by interpreting signals from the ⁶ brain



B ▶ **10.8** Watch Part 2 of the TED Talk. Number the steps (1–5) in Le's demonstration.

- 4 Evan imagines an object coming forward again.
- 3 The computer records how Evan thinks about "pull."
- 1 Evan chooses to visualize the action "pull."
- 2 Tan Le asks Evan to visualize the object coming forward for eight seconds.
- 5 The object moves forward on the screen.

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B Have students preview the task. Point out that they only need to watch for the correct order of events in the demonstration. Note that students have already seen part of the demonstration in the **Warm Up** video clip.

▶ **10.8** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers in pairs. Ask them to paraphrase the demonstration in their own words. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *progress bar, duration, and live*.

➡ **EXTENSION ACTIVITY** Have students work in pairs to role-play a presentation about one of the applications they've learned about in the unit. Have pairs perform their role plays for the class.

C Have students preview the task. Point out that they will be listening for examples that Tan Le gives. Note that these examples may come quickly, one after the other, in the video.

▶ **10.9** Play Part 3 of the TED Talk. Have students do the exercise individually. Check answers in pairs.



- C** ▶ **10.9** Watch Part 3 of the TED Talk. What does Le say the technology can be used for? Check [✓] each thing Le mentions.
- | | | |
|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> gaming | <input type="checkbox"/> driving cars | <input checked="" type="checkbox"/> controlling things in your house |
| <input checked="" type="checkbox"/> toys | <input type="checkbox"/> education | <input checked="" type="checkbox"/> helping people with disabilities |

D CRITICAL THINKING
Evaluating What are the possible disadvantages of controlling something using your mind rather than with traditional methods? Discuss with a partner. *Answers will vary*

VOCABULARY IN CONTEXT



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

PRESENTATION SKILLS *Dealing with the unexpected*

Even with a well-prepared presentation, some things may go wrong or there may be things the presenter did not expect. The best thing to do in these situations is to relax and calmly move forward. Some things that are unexpected may be positive, such as when the audience is especially responsive to your ideas.



- A** ▶ **10.11** Watch another part of Tan Le's TED Talk. What happened that was unexpected?
- a Evan couldn't think of a word.
b Evan misunderstood the directions.
c The demo didn't seem to work well.
- B** ▶ **10.11** Watch the excerpt again. How did Le deal with the unexpected?
She remained calm and kept talking until Evan completed the task.
- C** Work in a group. What other unexpected things could happen during a presentation? *Answers will vary*

Well, you could forget what you wanted to say.

Or someone could interrupt you and ask a question.



85

Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *smart home* and *blink*.

D CRITICAL THINKING Have students work in the same pairs as activity **C**. Ask students to discuss their thoughts and opinions. Encourage them to use a simple example, such as driving, to base their discussion around. Have pairs share with the class some points that they discussed.

Language Note

Part 1
To *intuit feelings and emotions* means to understand them without having them directly communicated with language. When you *intuit*, you understand by feelings or instinct. Watching each other's *facial expressions* is one thing that affects our intuition during communication. A facial expression refers to a movement our face makes, which often reveals our feelings or thoughts to the person observing us.

Part 2

The *progress bar* refers to the line that students will see on the computer screen in the video that shows how far along the application is in reading the volunteer's thoughts.

A *duration* is an amount of time.

When Tan Le describes the cube as *live*, she is telling the audience that the computer program is responding right then to the volunteer's thoughts, and any movement that they see happening on the screen is because of what the volunteer is thinking.

Part 3

A *smart home* refers to a home with functions and appliances controlled by a computer.

When someone *blinks*, he or she quickly closes and opens his or her eyes.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Dealing with the unexpected**. Explain that especially in presentations that involve technology, the unexpected can happen.

A Have students preview the task.

- ▶ **10.11** Play the video. Have students do the exercise individually. Check answers as a class.

B ▶ **10.11** Play the video again. Have students do the exercise individually. Check answers as a class. Elicit a summary of what Tan Le did to handle the situations.

C Have students work in pairs. Model the example aloud with a volunteer. Ask students to brainstorm some unexpected situations that could happen in a presentation. Note that in addition to mechanical errors, people are often nervous during presentations. Ask for students to share stories of experiencing something unexpected during a presentation they gave or saw.

10D

I need that!

LESSON OVERVIEW

Aims: Make a TV commercial for a new product.

COMMUNICATING

- A** Have students work in groups to brainstorm an idea for a company or product that uses the technology that Tan Le is developing. Tell groups to think of as many ideas as they can and discuss what could be interesting and exciting about each.
- B** Tell groups to choose the product or service that they agree has the most potential. Point out that groups have to decide on a name for the product and be able to describe it in detail.

Note that the last topic, *Who should buy it*, helps groups identify their target market. Explain that knowing their market will help when making their commercial.

Read aloud the phrases for **Explaining the uses of something**. Encourage students to use them in their commercials.

- C** Explain that the TV commercial should introduce the product and target the market of potential buyers. Tell groups to demonstrate the product and show its benefits. Model the example aloud with a volunteer. Tell students that each group member should have at least one line in the commercial. Ask groups to make their commercials last 30 seconds to one minute. Give students time to practice their commercials before presenting them to the class.

Tell the students who are listening to take notes while others give their presentations. After groups give their presentations, have the class vote on which product they think has the most potential to be useful for its target market.

10D I need that!

COMMUNICATING A new product

- A** Work in a group. Think about the technology that Tan Le described. Discuss some possible applications of the technology. Look at the categories below for ideas.

travel	shopping	sports	education
work	saving lives	disabilities	entertainment

- B** Choose one application of Tan Le's technology, and think of a new product that could make use of it. Prepare to explain what it does, how it's useful, and who should buy it. Make notes below.

Name of product:

What it does:

How it's useful:

Who should buy it:

Explaining the uses of something

- | | |
|--|------------------------------------|
| <i>It's useful for ...</i> | <i>You can use it to ...</i> |
| <i>It's designed for ...</i> | <i>It can be applied to ...</i> |
| <i>It is able to ...</i> | <i>It enables us to ...</i> |
| <i>It is great for helping you ...</i> | <i>It is going to help you ...</i> |

- C** Prepare a TV commercial for your product. Write out a short script. Then act out the commercial for the class.

Do you ever get hungry but feel too busy to make a snack?

With Mind Delivery, you won't need to cook again. It works like this ...

CRITICAL THINKING Mind-reading technology

Discuss the following questions and statements in groups. **Answers will vary**

- How might technology that can read our mind change our lives? What would be its benefits and disadvantages?
- What applications using mind-reading technology will be most common in the future?
- Design a product using mind-reading technology. Explain to your group what the product is and how it works.



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CHALLENGE After all groups have given their presentations, ask the class to give them suggestions about how to improve their products.

CRITICAL THINKING

Read the questions and statements aloud as students read along. Give students a few minutes to think about their answers before discussing in groups. Tell them to use common products to base their discussion around. If necessary, give students a short time to do some quick research online. Encourage students to

share ideas and brainstorm together. Ask volunteers to share some of the thoughts they discussed with the class.

EXTENSION ACTIVITY Have students present their TV commercials to Tan Le. Have them work in pairs in which they take turns being Tan Le. Tell them to ask more questions about the product, and then decide whether they want to develop it or not.



11

Nature

WARM UP

Have students look over the picture, caption, and quote on the page. Note that students will hear the quote in the video clip.

11.1 Play the preview clip of the TED Talk. Write on the board *Take time to smell the flowers*. Elicit ideas about the meaning of this expression. The idiom *Stop and smell the roses* is often used to remind people to slow down, enjoy a moment, and be more mindful.

For question 1, ask students to work in pairs to describe the scenes that made an impression on them from the video. If necessary, explain time-lapse photography. See **Content Note**.

For question 2, note that answers will vary depending on personal experiences, interests, and locations where students live. Tell partners to introduce the place, describe it, and explain what they think is special about it. Ask for volunteers to share their favorite place with the class.

Content Note

Time-lapse photography involves taking images slowly over a long period of time, and then playing them back quickly so that viewers can experience something they otherwise would not be able to see. Time-lapse photography is often used to show natural occurrences, such as the blooming of a flower or a butterfly emerging from a cocoon.

EXTENSION ACTIVITY Have students work in small groups to go to Schwartzberg's website or find clips of his films online. Ask them to watch together and share their impressions.

UNIT GOALS

In this unit, you will ...

- learn about nature.
- watch a TED Talk about the wonder of pollination.
- talk about why we need to take care of nature.

WARM UP



11.1 Watch part of Louie Schwartzberg's TED Talk. Answer the questions with a partner.

- 1 What do you see in the video?
Various insects and birds are shown in super slow motion.
- 2 Where are the best places near you to experience nature? *Answers will vary*

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UNIT GOALS

The unit focuses on nature, specifically the critical role of pollinators. Students use the present perfect tense to talk about activities they have experienced in nature. They will also watch a video about why pollinators are such a critical link for the preservation of nature and human survival, and discuss ways to help keep pollinators from going extinct.

TED Speaker

Louie Schwartzberg is a nature photographer who has given three TED Talks.

TED Talk Summary

Louie Schwartzberg shows wonders of the natural world in his time-lapse films while talking about the problem of bee colony collapse and the danger humans will face if bees and other pollinators go extinct. Schwartzberg hopes his films will encourage and inspire others to care about this important issue.

Idea Worth Spreading

Pollinators need to be saved to protect nature and the human species.

11A

Nature at its best

LESSON OVERVIEW

Aims: Learn words for talking about nature; listen to someone talk about an experience in nature; practice talking about nature.

Target Vocabulary: bird, camp, cave, forest, hike, island, nature, plant, wildlife

VOCABULARY

- A** Give students time to preview the task. Ask students to fill in the blanks with the words they hear.
- ▶ 11.2** Play the audio. Have students check answers as a class.
- B** Have students work individually. Note that although students may already know which categories in the chart the words fit in, encourage them to pay attention to how the words are used in context in the paragraph as well. Have them check answers in pairs. Tell them to define the words in the chart as well. Let them use a dictionary, if necessary. Ask pairs to add more words to the chart. Create a word web using the information from the chart on the board. Elicit words from each pair to add to each category. Remind students that in **Unit 1**, they learned about different wildlife. Note that the expressions under **Things to do in nature** all contain verbs.

- C** Read the questions aloud. Have students work in pairs. Model the example with a volunteer.
- Encourage students to talk about how often they do the activities in the chart. Ask for volunteers to repeat their conversations for the class.



A car drives along the Hana Highway, Hawaii.

11A Nature at its best

VOCABULARY Nature



- A ▶ 11.2** Fill in the blanks with the words you hear.
- To ¹ appreciate nature at its best, consider driving the 100-kilometer Hana Highway on the Hawaiian **island** of Maui. The road ² winds its way along the coast to the town of Hana. Keep an eye out for wildlife on the way. There are **birds** and beautiful wild **plants** in the **forest**. Drive it in a day, or stop at ³ the state park to **go hiking** or **camping**.

- B** Complete the chart with the words in **bold**. Add one more word to each category. Compare with a partner.

Places in nature	Wildlife	Things to do in nature
river	animals	swim
cave	insects	go for a walk
volcano	fish	climb a mountain
island	birds	go hiking
forest	plants	go camping

- C** How often do you spend time in nature? What do you like to do there? Discuss with a partner.

I try to go out every week. I like to just walk.

Answers will vary

I go hiking about once a month.

Language Note

Some additional words for each category include the following:

Places in nature: *beaches, woods, canyons, mountains, waterfalls, lakes*

Wildlife: *mammals, reptiles, amphibians*

Things to do in nature: *trek, ski, play, picnic, walk a dog, stroll, jog, go trail running*

- ➡ EXTENSION ACTIVITY** Divide the class into three or six groups. Give them each a category from the vocabulary chart. Ask them to use the dictionary or go online to find more words for their categories. Then have each group report back to the class to build a large word web of vocabulary to use with the unit.

LISTENING My experiences in nature

Noticing auxiliary verbs

Auxiliary verbs are often contracted and can be difficult to hear. For example, *I have* is usually shortened to *I've*.



- A ▶ 11.3 Watch Tony Gainsford talking about his experiences in nature. Circle the places in nature that he can enjoy near his home.

a beach a forest a park a river

- B ▶ 11.3 Watch again. Match the sentence parts to make true statements about Gainsford's experiences.

- 1 He's been diving in Africa.
2 He saw sea turtles in Australia.
3 He's never been to Greece.

C CRITICAL THINKING

Personalizing Have you had any similar experiences to Gainsford? Discuss with a partner. Answers will vary



Nature lover Tony Gainsford

SPEAKING Talking about nature



- A ▶ 11.4 Fill in the blanks with the words you hear. Then listen again and pay attention to the intonation.

A: It's great to get out and ¹ enjoy nature while appreciate / be a part of the weather is so nice.
B: You know, we should go to Evans National Forest sometime.
A: That would be fun. I've never been there. Have you?
B: Yeah, I have. It was so ² pretty breathtaking / gorgeous
A: Have you ever ³ hiked up the mountain there? climbed up / been to the top of
B: No, I haven't. I'd love to, though.
A: OK, we should make a plan. Hopefully, we'll ⁴ spot some deer or other wildlife. see / find

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

- C Work with a partner. Think of something fun to do outside together.

What do you think we should do?

How about visiting the greenbelt by the river? I hear it's pretty nice.

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whether they consider themselves outdoorsy people or not. If students don't have any exciting experiences to share, ask them to describe how they would spend their dream vacation in nature. Ask pairs to share with the class some of the ideas they discussed.

SPEAKING

- A Ask students to fill in the blanks as they listen to the audio.

▶ 11.3 Play the audio. Have students check answers in pairs. Mt. Evans is one of the Rocky Mountains in the United States. Ask students what kind of wildlife the speaker says they might see on their hike (deer).

Point out the phrase: *That would be fun*. Explain that this is a useful expression to agree with someone's suggestion to do something, along with *Sounds good*.

- B Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutions for the words in blue.

+ SUPPORT Play the audio again, pausing after each line so that students can repeat.

- C Read the instructions aloud. Ask students to use the language in the lesson to invite each other to go on nature excursions. Model the example. Point out the language used in the conversation: *What do you think we should do? How about ... ?*

➡ EXTENSION ACTIVITY Have students work individually to write a paragraph describing their favorite place in nature. If possible, have students print out a picture of the place. Hang students' paragraphs around the classroom and have a "nature walk" where students walk around and read about each other's favorite places.

LISTENING

Read **Noticing auxiliary verbs** as students read along. Elicit a list of auxiliary verbs to write on the board (*have, do, be*). Note that modal verbs are also considered auxiliary verbs (*can, could, will, would, should, may, etc.*).

- A Have students preview the task. Point out that they only need to listen for places where Gainsford can enjoy nature nearby.

▶ 11.3 Play the video. Talk. Have students do the exercise individually. Check answers in pairs.

- B Have students preview the task. Point out that students are listening to match the activity with the location.

▶ 11.3 Play the video again. Talk. Have students do the exercise individually. Check answers as a class. Elicit any auxiliary verbs students heard in the audio.

- C CRITICAL THINKING Read the question aloud. Tell students to share their ideas. Ask them to also include anecdotes of adventures or exciting activities that they've experienced in nature. Ask students to talk about

11B

Nature and you

LESSON OVERVIEW

Aims: Understand an infographic about children and nature; use the present perfect tense to talk about past experiences; talk about outdoor activities you've done.

Infographic Summary: Statistics show that young children in the United Kingdom are spending less time outdoors, creating a disconnect between them and nature.

LANGUAGE FOCUS

A Read the question aloud. Give students time to look over the infographic. Have students discuss in pairs. Tell them to also talk about their experiences in nature as children. Elicit some information students shared. Ask them to comment on whether or not the content of the infographic surprised them.

B Have students preview the task.

▶ **11.5** Play the audio. Have students do the exercise individually. Check answers as a class. Elicit the answer to a more detailed question about the audio. Ask: *What does turn off time mean?* (a set time during which children can't use electronic devices)

C Give students time to preview the task. Ask students to fill in the blanks with the words they hear.

▶ **11.6** Play the audio to check answers as a class. Ask students to paraphrase the story. Ask: *Where does Foster Huntington live?* Then elicit students' opinions about his choice of home.

11B Nature and you

LANGUAGE FOCUS Discussing experiences

A Read the information. Do you think children in China are similar? Discuss with a partner.
Answers will vary



B ▶ **11.5** Listen to a health expert offer some advice. Complete the suggestions.

- Adults need to set an example for children.
- We need to look at why children are staying indoors more.
- For a few hours a week, parents shouldn't allow their children to use electronic devices.



C ▶ **11.6** Listen to the story of a man who builds tree houses. Fill in the blanks with the words you hear.

Have you ever seen a tree house? Have you ever wanted to live in one? One man has made that dream ¹ come true.

Foster Huntington has always loved tree houses, so when he decided to move from New York City to Oregon, he ² had an idea: He would build his own.

He has built not one, but two tree houses. And he has connected them with a bridge to create a truly ³ unique living space high above the ground. It may not be for everyone, but for Huntington, it's the perfect home.



Foster Huntington and his treehouse

SPEAKING Discussing your experiences in nature

A Read and study the language in the chart. Pay attention to the use of **present perfect**.

Talking about past experiences	
Have you ever climbed a tree?	Yes, I have . I've climbed several. No, I haven't .
Has she ever been camping?	Yes, she has . She's been camping twice. No, she hasn't . She's never been camping.
Have you ever visited a farm?	Yes, I have . I visited one a few years ago. Yes, but I haven't visited one in a long time.
I've gone outside every day this week.	Me too. / I have too. Really? I haven't .
I've never swum in the ocean.	Me neither. / I haven't , either.

For more information on **present perfect**, see Grammar Summary 11 on page 127.

B Walk around the classroom. Find someone who can answer yes to each question. Write their name and then ask a follow-up question.

Have you ever ... ?	Name	Additional information
climbed a tree		
been camping		
visited a farm		
planted a tree		
been diving		

Have you ever climbed a tree?

Yes, I have.

When did you climb it?

C Share the most interesting things that you learned with the rest of the class. Try to use **present perfect** in your talk.

Another possibility for a negative response that is not included in the language chart is *Not yet*. This can be used if the speaker intends to have the experience eventually.

B Have students preview the task. If necessary, read the survey questions aloud and have students repeat after you. Ask students to find a different name for each question. Point out that they are expected to ask follow-up questions to get more information.

★ **CHALLENGE** Have students add one or two additional questions and answers.

➡ **EXTENSION ACTIVITY** Have students work in pairs. Ask them to go online to learn about Nature Deficit Disorder. Tell them to gather information about how to prevent Nature Deficit Disorder. Then ask them to make an infomercial about it with a public message for children.

Content Note

Nature Deficit Disorder refers to the growing condition of human disconnect from nature. It is not a formal condition, but the term has become more popular as the situation of children being too removed from nature is seen as negatively affecting them. Nature Deficit Disorder is especially considered to be a problem with inner-city youth who have little or no opportunity to have direct contact with nature. The condition was named by author Richard Louv, who wrote books, *Last Child in the Woods* and *The Nature Principle*, about how this disconnect from nature is causing behavioral issues and emotional problems in young people.

C Have each student share the most interesting piece of information that they heard while interviewing their classmates. Ask students to share the experience, and any additional information that they learned during their conversations.

SPEAKING

A Have students read over the language chart. Ask students to pay attention to the verbs in both the questions and the answers. Go over the formation and use of the present perfect tense. Direct students to page 127 of the Student's Book for additional information.

Grammar Note

The language chart introduces the present perfect tense, which is formed with *have* + past participle. *Have you ever* + past participle ...? is a common question used to ask someone if they have experienced something at any point during their life.

Negative responses are formed with *have not* + past participle. Another option for a negative statement is *have never* + past participle.

11C

The hidden beauty of pollination

LESSON OVERVIEW

Aims: Watch and understand a talk about pollination; observe speakers calling others to action.

Target Vocabulary: coevolution, take care, time-lapse

TED Talk Summary: Louie Schwartzberg shares his time-lapse and high-speed films of nature with the TED audience to inspire them to protect nature's pollinators. He talks about the grave danger being faced by pollinators and the equally grave danger humans will face if pollinators go extinct. Schwartzberg believes that we will protect what we love, which is why he uses his films to make people fall in love with nature and pollinators in order to save both.

PREVIEWING

Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Note that the **Content Note** in the **Warm Up** explains time-lapse photography in more detail. Check answers as a class, eliciting sample sentences for each vocabulary word.

VIEWING

A Have students preview the task. Note that the sentences are quotes from the TED Talk. Tell them to listen carefully to understand what each pronoun or referent refers to.

▶ 11.7 Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *concept*, *seduction*, and *vanishing*.

B Have students preview the task. Encourage them to guess answers, and then to check while watching.

▶ 11.8 Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers in pairs. Ask students why they think Schwartzberg uses so many flower analogies in his speech (to engage his audience and catch their attention). Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *mechanism*, *naked eye*, and *regenerate*.

➡ EXTENSION ACTIVITY Most cameras on smartphones have a time-lapse option. Have students work individually or in pairs to film something in nature using time-lapse. Assign the project as a homework assignment, if necessary. Then have students present their films to the class.

11C The hidden beauty of pollination

TED TALKS

As a filmmaker, LOUIE SCHWARTZBERG uses **time-lapse** photography and slow-motion cameras to capture amazing images of nature. He is fascinated by the **coevolution** of plants and pollinators and believes that threats to pollinators deserve our attention. His idea worth spreading is that we will protect what we fall in love with, so we should enjoy the beauty in nature and **take care of** it.



PREVIEWING

Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.

- 1 **Time-lapse** photography makes a **slow action appear fast** / **fast action appear slow**.
- 2 **Coevolution** refers to two or more species evolving (**separately** / **together**).
- 3 You **take care of** something that is (**important** / **unimportant**) to you.

VIEWING



A ▶ 11.7 Watch Part 1 of the TED Talk. Choose what each **bold** word refers to.

- 1 ... **they** coevolved over 50 million years. **a** flowers and pollinators **b** birds and insects
- 2 To watch **them** move is a dance ... **a** birds **b** flowers
- 3 If **they** disappear, so do we. **a** bees **b** birds
- 4 ... and we need to take care of **it**. **a** pollination **b** nature



B ▶ 11.8 Watch Part 2 of the TED Talk. Choose what you think Schwartzberg means by each statement.

- 1 "So here is some nectar from my film."
 - a** Here are the parts that include flowers.
 - b** Here are some of the best parts of my film.
- 2 "I hope you'll drink, tweet, and plant some seeds to pollinate a friendly garden."
 - a** I hope you enjoy it and share it with others.
 - b** I hope you get inspired to plant your own garden.
- 3 "And always take time to smell the flowers, and let it fill you with beauty ..."
 - a** Take the time to appreciate the beautiful and natural things in life.
 - b** Take the time to walk in a beautiful park or forest to understand its relationship to you.

C CRITICAL THINKING

Applying What other things would be interesting to film with time-lapse photography? Discuss with a partner. Answers will vary

VOCABULARY IN CONTEXT



- A ▶ 11.9 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.a 2.c 3.a

PRESENTATION SKILLS Calling others to action

One effective way of closing a presentation is with a call to action—when the presenter calls upon the audience to act in some way. Often the presenter uses *we* or *our* to stress that we are all part of the solution.



- A ▶ 11.10 Watch the excerpt. Notice how Schwartzberg says “we need to” take care of nature.



- B ▶ 11.11 Do you remember what these TED speakers’ calls to action were? Match. Then watch the excerpts and check your answers.

- | | |
|----------------------|---|
| 1 Munir Virani | “And I hope many more people will join me. If we all read more widely, there’d be more incentive for publishers to ...” |
| 2 Ann Morgan | “It is up to us to decide whether we want schools or parking lots, community-driven recycling projects, or ...” |
| 3 Andras Forgacs | “You can write a letter to your government and tell them that we need to focus on these very misunderstood creatures.” |
| 4 Alessandra Orofino | “We can design new materials, new products, and new facilities. We need to move past just killing animals ...” |

- C Work in a group. What are some things that you think Schwartzberg would like to see people do to “take care of nature”? Answers will vary



A hummingbird feeds on the nectar of a flower, Costa Rica.

- C CRITICAL THINKING Have students work in pairs. Ask them to think of things that take very long to move or happen, as these are subjects that time-lapse would be useful for. Note that Schwartzberg also takes high-speed photography to film things that move too fast, such as the hummingbird in flight. Elicit ideas from each pair. Ask students who have tried time-lapse photography to share their experiences.

Language Note

Part 1

A *concept* is an idea in an abstract sense.

The noun *seduction* refers to creating an attraction. Schwartzberg wants nature’s beauty to attract and entice people to love and therefore protect it.

Something that is *vanishing* is disappearing.

TED TALKS

Part 2

The word *mechanism*, in regard to nature, refers to an organic process that takes place.

The expression *see by the naked eye* means what we are able to visibly see without any assistance from tools or devices. The *naked eye* simply means a person’s natural eyesight.

To *regenerate* means to grow again after being damaged.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Calling others to action**. Explain that ending with a call to action is quite common in TED Talks because so many speakers are talking about issues that they want to get others involved in.

- A Have students preview the task. Tell them to listen carefully to Schwartzberg’s words.

- ▶ 11.10 Play the video. Ask students to share whether his words made any impact on them. Note that his use of the pronoun *we* pulls every listener into his call to action.

- B Have students complete the activity based on what they remember.

- ▶ 11.11 Play the video to check answers.

- C Have students work in groups. Point out that they should consider Schwartzberg’s perspective. Have each group share one or two ideas with the class.

11D

Getting out into nature

LESSON OVERVIEW

Aims: Plan an outing in nature; ask for more details.

COMMUNICATING

- A** Have students work in groups. Tell them to preview the task together. Tell each group member to suggest at least one place and give reasons for their suggestions. Tell groups to discuss the suggestions and decide together which place to choose.
- B** Read the task aloud. Point out that the goal of the weekend is to get people to have new experiences in nature. Encourage students to think of activities that group members have never done before. Model the example conversation with a volunteer and encourage students to ask similar *Have you ever ... ?* questions during their discussion.
- C** Divide the class into new groups with one group member from each of the other groups. Give each group member up to one minute to talk about their nature weekend. Remind students of the language they learned in **Unit 2** for talking about plans and arrangements. Ask the students who are listening to ask for additional information. Read aloud the phrases in **Asking for more details**. Point out that students should be asking for specific information.

11D Getting out into nature

COMMUNICATING Nature weekend

- A** Work with a group. You're going to plan a camping trip for your class as part of "Nature Weekend." Decide on a suitable place to go camping. Explain why this is a good place.
- B** The aim of "Nature Weekend" is to get students to experience new things in nature. Work together to think of six possible activities. Include activities that your group members have never done before.

Activities

Day 1

- 1 _____
2 _____
3 _____

Day 2

- 1 _____
2 _____
3 _____

Have you ever been canoeing?

No, I haven't. That's a good idea. Let's do that.

- C** Join another group. Explain your plan. Answer any questions they may have.

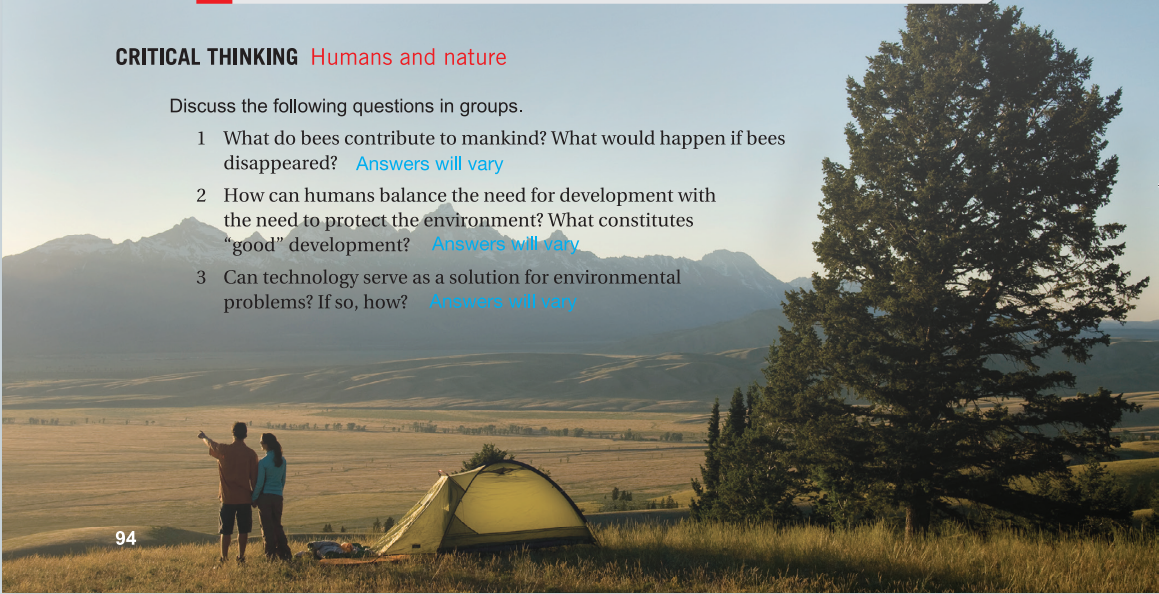
Asking for more details

What exactly ... ? What kind of ... ? Can you explain why you ... ?
What activities ... ? What equipment do you need ... ? Where will you ... ?

CRITICAL THINKING Humans and nature

Discuss the following questions in groups.

- 1 What do bees contribute to mankind? What would happen if bees disappeared? *Answers will vary*
- 2 How can humans balance the need for development with the need to protect the environment? What constitutes "good" development? *Answers will vary*
- 3 Can technology serve as a solution for environmental problems? If so, how? *Answers will vary*



CRITICAL THINKING

Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in small groups. If necessary, give students a short time to do some research online before discussing. Encourage students to share ideas and brainstorm together. Then elicit ideas from them. Ask volunteers to share their opinions.

EXTENSION ACTIVITY Ask students to find out more about what can be done to help pollinators. Have them work in pairs or small groups to go online to discover more ways to help prevent pollinators from becoming extinct. Ask each group to introduce to the class one idea or strategy for saving pollinators.

12 Discovery

“So, that’s really what makes this an incredible discovery. It’s a dinosaur like no other.”

Nizar Ibrahim
Paleontologist, TED speaker

UNIT GOALS

In this unit, you will ...

- learn about important discoveries.
- watch a TED Talk about some amazing dinosaur discoveries.
- talk about some of the challenges of exploration and making discoveries.

WARM UP



▶ **12.1** Watch part of Nizar Ibrahim's TED Talk. Answer the questions with a partner.

- 1 What dinosaurs do you know about? [Answers will vary](#)
- 2 Do you think there are many things left in the world to discover? [Answers will vary](#)

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UNIT GOALS

The unit focuses on exploring and investigating discoveries, with a particular focus on dinosaurs. Students will discuss archeological discoveries from the unit and or from recent news. They will also watch a video on the latest news in paleontology, including the discovery of the fossils of the largest known predatory dinosaur, the *Spinosaurus*.

TED Speaker

Paleontologist Nizar Ibrahim is a National Geographic Emerging Explorer and a TED Fellow.

TED Talk Summary

Ibrahim talks about his historic discovery of *Spinosaurus* fossils and what his team learned about the dinosaur as a result. Finding this river giant has convinced Ibrahim that there are many more exciting discoveries yet to be made.

Idea Worth Spreading

There are always new scientific discoveries waiting to be found by explorers.

12

Discovery

WARM UP

Have students look over the picture, caption, and quote on the page. Note that students will hear the quote in the video clip. Elicit or explain the meaning of the speaker's job title: *paleontologist*.

▶ **12.1** Play the preview clip of the TED Talk. Write *once-in-a-lifetime* on the board. Elicit ideas about the meaning of this expression, which refers to something that only happens once during a person's lifetime.

For question 1, ask students to work in pairs to share any information they know about different dinosaur species, including names, descriptions and characteristics. Elicit information from pairs in a class discussion that follows.

For question 2, have a class discussion. Note that answers will vary, depending on students' interests and knowledge, but most areas of science still have many things left to be discovered.

Content Note

The dinosaur era was over 165 million years long, ending 65 million years ago. There are hundreds of known species of dinosaurs, with many still being discovered. Dinosaurs came in all sizes. Some ate meat, while others ate only vegetation. While there were many powerful dinosaurs, their brain size was generally very small. Their extinction is generally blamed on a combination of a giant meteor hitting Earth combined with a shift in ocean levels and climate change. Most scientists agree that today's birds evolved from dinosaurs.

12A

Recent discoveries

LESSON OVERVIEW

Aims: Learn words for talking about discoveries; listen to someone talk about a discovery; talk about archeology.

Target Vocabulary: artifact, discover, excavate, fossil, inspect, pottery, ruins, tomb

VOCABULARY

A Have students work individually to complete the paragraph as they listen to the audio.

▶ 12.2 Play the audio. Tell them to look at each word in context to decide its definition. Have them check answers in pairs.

B Have students work individually to complete the sentences. Check answers as a class, eliciting or explaining the meaning of each word.

C Have students work in pairs. Tell them to talk about any place they've visited where they learned about discoveries, exploration, or scientific findings. Model the example with a volunteer. Encourage partners to ask follow-up questions to get more information. Ask for volunteers to share about the site or museum they visited.

Language Note

Note that most of the content about discovery in the unit is related to archeology and paleontology (*archaeology* and *palaeontology* in British English). Both types of scientists look for items that will teach us about history, but archeologists search for human artifacts while paleontologists are looking for fossils. Paleontologists aim to understand more about the planet's history, while archeologists are focused on the history of humanity.

An artifact from the fifth century B.C. discovered in Lavau, France



12A Recent discoveries

VOCABULARY Discoveries



A ▶ 12.2 Fill in the blanks with the words you hear.

In 2015, archeologists ¹ discovered a tomb from the fifth century B.C. that is thought to belong to a Celtic prince. After excavating the site in Lavau, France, and ² inspecting the contents of the tomb, a number of high-quality artifacts were ³ found.

B Complete each sentence with a word from the box.

fossil ruins pottery tomb artifacts

- 1 The ruins of an ancient city were identified from the air.
- 2 Tutankhamun's tomb contained piles of gold.
- 3 The fossil of a five-centimeter-long ant was discovered in 2011.
- 4 Researchers believe the pieces of pottery were once large jars that held oil.
- 5 A number of valuable artifacts, including several gold vases, were also found.

C Think of a museum or historical site you have visited. What did you see there? Discuss with a partner. *Answers will vary*

I visited some Egyptian museums a few years ago. They have a lot of artifacts from the tombs of the ancient Pharaohs.

➡ EXTENSION ACTIVITY Have students work in groups. Ask them to choose either the topic of archeology or paleontology and go online to collect more vocabulary, including definitions. Have each group teach a few words to the class. Make a Venn diagram on the board of words that can be used for archeology, paleontology, or both.

LISTENING An amazing find

Listening for dates

There are different ways to say dates.

March 5 *March fifth / the fifth of March*

1999 *nineteen ninety-nine*

2014 *two thousand (and) fourteen / twenty fourteen*



- A ▶ 12.3 Watch archeologist Fredrik Hiebert talking about a discovery he made. What artifact did he find? Circle the correct answer.

a vase a key a crown a ring

- B ▶ 12.3 Watch again. Complete the chart.

Where was the site?	How old was the artifact?	Who did the artifact belong to?
on the coast of Egypt	over 800 years old	a merchant

C CRITICAL THINKING

Inferring What can we learn about the past from Hiebert's discovery? Discuss with a partner.

Answers will vary

SPEAKING Talking about a discovery



- A ▶ 12.4 Fill in the blanks with the words you hear. Then listen again and pay attention to the liaison.

A: Wow! This is interesting. ¹ Apparently, According to this, / It says here that archeologists have found an ancient lost city in Honduras.

B: Really? How old is it?

A: Well, the ² artifacts they found there about / approximately are around a thousand years old.

B: Wow! How did they find it?

A: The site was ³ identified from the air. discovered / located
A team of archeologists was ⁴ looking for searching for / trying to find
a city known as the "City of the Monkey God."
They think this is it.

B: That's cool!

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

- C What famous discoveries can you name? They can be in any field, such as archeology, medicine, exploration, or history. Answers will vary

I heard that some scientists think they have discovered a new planet in our solar system.

I heard about that, too.



Archeologist Fredrik Hiebert

SPEAKING

- A Ask students to fill in the blanks as they listen to the audio.

▶ 12.4 Play the audio. Check answers as a class. Ask: *What was the name of the place that archeologists were looking for?* (City of the Monkey God) Point out the phrase *That's cool!* Remind students that this is a useful expression for saying that something is interesting. Elicit other phrases that could be substituted as well: *Wow! That's amazing! That's so interesting.*

- B Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutions for the words in blue.

➕ SUPPORT Play the audio again, pausing after each line so that students can repeat.

- C Read the instructions aloud. Ask students to use the language in the lesson to talk about any interesting news of scientific findings or discoveries that they've recently heard about. Model the example. Point out the language used in the conversation: *I heard that ...*

➡ EXTENSION ACTIVITY Have students work individually to write a paragraph about what kind of explorer they would like to be. Ask students to choose a field that they'd love to make a discovery in, such as archeology, medicine, or space. Tell them to write about why this would be the most interesting field for them to work in.

LISTENING

Read **Listening for dates** as students read along.

- A Have students preview the task. Point out that they only need to listen for the kind of item he found.

▶ 12.3 Play the video. Have students do the exercise individually.

- B Have students preview the task. Tell them to watch again and pay attention to the details.

▶ 12.3 Play the video. Have students

do the exercise individually. Check answers as a class.

- C CRITICAL THINKING Read the question aloud. Give students time to think before discussing together. Ask them if anything about his story about finding the key under the doormat was surprising to them. Encourage students to also talk about whether they'd like to experience an archeological dig or not. Ask pairs to share some of the ideas they discussed together with the class.

12B

Amazing finds

LESSON OVERVIEW

Aims: Understand an infographic about important discoveries; use the passive voice; talk about historical finds.

Infographic Summary: Five famous archeological finds over the last 300 years are introduced, from the ruins of Pompeii to the Terracotta Warriors.

LANGUAGE FOCUS

A Read the question aloud. Give students time to look over the infographic. Have students discuss it in pairs. Tell them to give reasons for their opinions. Note that they may have different opinions, which helps make for an interesting discussion. Ask for volunteers to share their opinions and give reasons.

B Have students preview the task. Ask students to raise their hands if they've heard of the Terracotta Warriors.

▶ **12.5** Play the audio. Have students do the exercise individually. Check answers as a class. Elicit the answer to a more detailed question about the audio. Ask: *What year was the discovery made?* (1974)

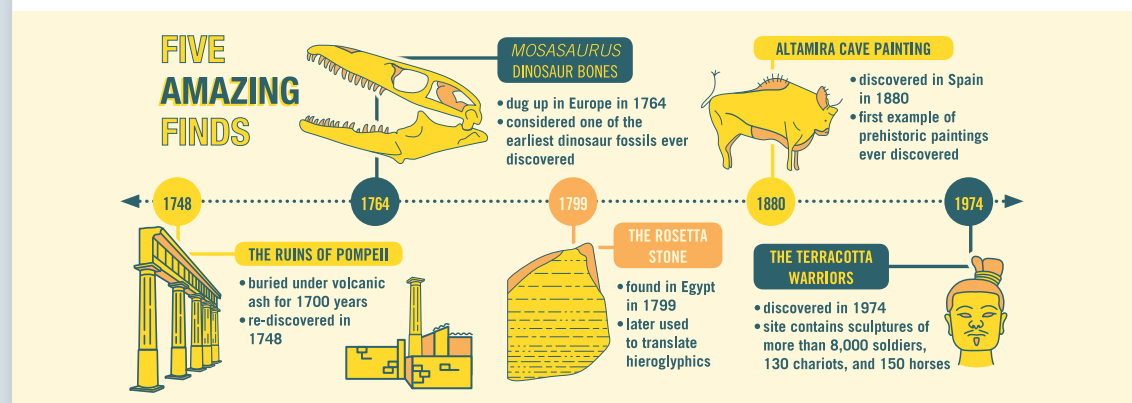
C Have students work individually to fill in the blanks with the words they hear.

▶ **12.6** Play the audio to check answers. Ask students who have heard of the Voynich manuscript to share anything else that they know about it. Elicit any guesses about what the book may be about.

12B Amazing finds

LANGUAGE FOCUS Discussing important discoveries

A Read the information. Which discovery do you think is most interesting? Why? *Answers will vary*



B ▶ **12.5** Listen to an expert give more information about the terracotta warriors. Complete the sentences.

- The site was a tomb built for the first emperor of China.
- The site is over 2,000 years old.
- The sculptures were originally painted in bright colors.



C ▶ **12.6** Listen to an introduction to one of history's most mysterious books. Fill in the blanks with the words you hear.

The Voynich manuscript is one of the world's most ¹ mysterious books. The text is written from left to right, and most pages have illustrations. The language used in the book is not known. Its ² alphabet contains 20–25 individual characters, and most of these are made using just one or two pen ³ strokes.

Wilfrid Voynich—a Polish book dealer—discovered the book in 1912, and it is ⁴ named after him. Carbon dating shows that it was created in the early 15th century.

People have many questions about the manuscript. Some claim a microscope was needed to draw some of the illustration, but the microscope wasn't ⁵ invented until the 16th century. Others say the dating is not accurate, and argue that it's a modern fake.



A page from the Voynich manuscript

SPEAKING Talking about discoveries

A Read and study the language in the chart. Pay attention to the use of **passive**.

Talking about discoveries	
Lots of tourists visit Pompeii.	Pompeii is visited by lots of tourists.
The museum displays many artifacts.	Many artifacts are displayed by the museum.
The volcanic ash killed people instantly.	People were killed instantly by the ash.
People forgot about the city.	The city was forgotten about.
Archeologists didn't discover it until 1,700 years later.	It wasn't discovered until about 1,700 years later.
Is the cave protected ?	Yes, it is .
Are the walls covered in paintings?	Yes, they are .
Was the cave found recently?	No, it wasn't . It was found over 100 years ago.
Were the animals painted in color?	Yes, they were .

For more information on **passive**, see Grammar Summary 12 on page 127.

- B Work with a partner. You are going to take a short quiz about some of the world's most important discoveries. **Student A:** turn to page 107; **Student B:** turn to page 109.
- C Work with a partner. Go online to look at more images of the Voynich manuscript. Share your information with each other about the book and take notes. Try to use **passive** in your conversation.

Suggested interview questions	My partner's answer
What is the book about?	
What language was the book written in?	
Who wrote the book?	

instead becomes the subject of the sentence. It takes the form of subject + *be*-verb + participle of verb + *by* + actor. For example, *The ruins were visited by the tourists.*

Often, when the actor can be implied or is unimportant, it is left out: *The ruins were visited.*

The passive voice is useful for talking about discoveries because the focus is usually on the discovery instead of on the people who found it.

- B Have students work in pairs. Explain that they are going to give each other quizzes about historical discoveries. Assign each partner as A or B. Then have them turn to their quizzes at the back of the book. Tell them to take turns reading each question and the answer choices. Have them tally up each other's scores at the end and explain any incorrect answers.
- C Have students work in groups to go online to look at more images of the Voynich manuscript. Ask groups to share their theories with each other about what the book is about, what language it was written in, and who wrote it.

Content Note

Some published theories about the Voynich manuscript include:

It is written completely in a secret code.

It is a medical book written in one of the Aztec languages.

It was written in early Hebrew, German, Spanish, or a completely fake language.

It reveals information about alien technology.

It's a book about hygiene.

It's a recipe book.

SPEAKING

- A Have students read over the language chart. Ask students to pay attention to whether a sentence uses the active or passive voice in the chart. Go over the formation and use of the passive voice. Direct students to page 127 of the Student's Book for additional information.

Grammar Note

The language chart compares the passive and the active voice. In the first row, the sentences on the left are active, while the sentences in the right column are passive.

Students are already familiar with the active voice, which takes the form of subject + verb + object. In this case, the action (verb) is being done by the actor (subject). For example, *The tourists visited the ruins.*

The passive voice is used when the object of the action is more important to focus on than the actor, so the object

12C

How we unearthed the *Spinosaurus*

LESSON OVERVIEW

Aims: Watch and understand a talk about finding fossils; observe and practice using descriptive language.

Target Vocabulary: bizarre, quest, remains

TED Talk Summary: Nizar Ibrahim shares with the young audience at TEDYouth about his fieldwork in the Sahara where he unearthed fossils of the largest known predatory dinosaur, *Spinosaurus*. He explains in detail about what his team discovered about the *Spinosaurus*, explaining that they realized it was a giant river dinosaur and a uniquely powerful monster. He also shares the story that many people congratulated him by telling him that this discovery is going to be the best in his life, but he says he disagrees with this, as he believes that new adventures and more exciting discoveries are waiting for him.

PREVIEWING

- A** Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word.
- B** Have students work individually to look over the picture. Tell them to take notes about the characteristics of the *Spinosaurus* in the picture. Have students then compare their observations with Ibrahim's description in the TED Talk.

VIEWING

- A** Have students preview the task.
- 12.7** Play Part 1 of the TED Talk. Have students do the exercise

100 Unit 12

12C

How we unearthed the *Spinosaurus*

TED TALKS

NIZAR IBRAHIM's **quest** to find dinosaur fossils has taken him to extreme corners of the planet. In the Sahara, he discovered the **remains** of a **bizarre** but beautiful creature. His idea worth spreading is that there will always be amazing discoveries and adventures for paleontologists, archeologists, and other explorers.



PREVIEWING

- A** Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.
- 1 A **quest** is (an unexpected discovery / a long search for something).
 - 2 The **remains** of a dinosaur might include its (bones / footprints).
 - 3 Something that is **bizarre** is very (difficult to find / strange or unusual).
- B** Look at the dinosaur on page 101. What can you learn about it from the illustration?

VIEWING



- A** **12.7** Watch Part 1 of the TED Talk. What did Ibrahim already know about *Spinosaurus*? Complete the notes.
- Some ¹ **bones** were discovered 100 years ago in Egypt but were destroyed in World War II.
 - *Spinosaurus* lived about ² **100 million** years ago.
 - From drawings, we know it was big, had a sail on its ³ **back**, and a long jaw like a ⁴ **crocodile**.
 - It probably ate ⁵ **fish**.



- B** **12.8** Watch Part 2 of the TED Talk. What did Ibrahim discover about *Spinosaurus* from the bones that were found? Circle the correct words.
- 1 *Spinosaurus*'s head was very (different from / similar to) other predatory dinosaurs.
 - 2 *Spinosaurus*'s feet were similar in appearance to a (cat's / duck's) feet.
 - 3 The structure of *Spinosaurus*'s bones suggests it spent a lot of time (walking / in the water).
 - 4 *Spinosaurus* was (bigger / smaller) than a *T. rex*.



- C** **12.9** Watch Part 3 of the TED Talk. Ibrahim quotes dinosaur hunter Roy Chapman Andrews when he says, "Always, there has been an adventure just around the corner—and the world is still full of corners." What does he mean by this? **Answers will vary**

100

individually. Check answers as a class. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *far-flung corner*, *predatory*, and *conical*.

- B** Have students preview the task. Encourage them to guess and then to check while watching.

12.8 Play Part 2 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *partial skeleton* and *reconstruct*.

- ★ CHALLENGE** Ask pairs to use the description in activity **B** to draw their own pictures of a *Spinosaurus*.

- C** Have students preview the task.

12.9 Play Part 3 of the TED Talk. Elicit a class discussion about the meaning of the quote. Note that Ibrahim also describes himself as going to *far-flung corners* in Part 1. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *like no other*.

D CRITICAL THINKING

Analyzing What kind of things do you think we will never know about *Spinosaurus*? Why not? Discuss with a partner. Answers will vary

VOCABULARY IN CONTEXT



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

PRESENTATION SKILLS Using descriptive language

A good presenter uses descriptive language to “paint a picture.” One way to do this is to compare something to another thing the audience already knows so that they’re easier to imagine.



A ▶ 12.11 Watch the excerpt. Notice the descriptive language Ibrahim uses. Which animal does he compare the *Spinosaurus*’s head to? a crocodile



B ▶ 12.12 Now watch three other TED speakers. Complete the sentences.

- 1 Jarrett Krosoczka says a two-year-old’s birthday cake is like a tattoo.
- 2 Munir Virani says that vultures are our natural garbage collectors.
- 3 Louie Schwartzberg compares footage of time-lapse flowers to a dance.

C Work with a partner. Describe the picture on page 93. Use descriptive language.



D CRITICAL THINKING Have students work in pairs. Ask them to brainstorm details about the dinosaur that are impossible to know simply from fossils. Note that this can be true for other dinosaur fossils as well, not just *Spinosaurus*. For example, paleontologists probably cannot be certain about the dinosaur’s color, what it sounded like, etc. Elicit ideas from each pair.

EXTENSION ACTIVITY

Paleontologists are often described as dinosaur detectives. Ask students to work in groups to summarize the process that Ibrahim explained in his TED Talk as a story. He says that it started with contact from a local archeologist who found some bones. Tell each group member to take turns adding a sentence to this story. Ask them to continue to go around the group until the story is told in full.

Language Note

Part 1

A place that is *far-flung* is in a faraway, remote location. The expression *far-flung corner of the world / globe* describes unknown and faraway places on the planet.

An animal that is *predatory* attacks other animals and kills them.

Something that is *conical* is shaped like a cone.

Part 2

The *skeleton* is a framework of bones of a living thing. A *partial skeleton* is an incomplete skeleton with missing bones.

When something is *reconstructed*, it is built again after it has been damaged or broken.

Part 3

When something is described as *like no other*, it is considered to be unique.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about Using descriptive language.

A Have students preview the task. Tell them to listen carefully to Ibrahim’s words.

▶ 12.11 Play the video. Elicit answers. Point out that Ibrahim is describing a creature that no one has seen before, so he uses animals that we already know to help his audience visualize.

B ▶ 12.12 Play the video. Have students do the exercise individually. Check answers in pairs.

C Have students work in pairs to describe the picture together. Then go around the classroom asking each pair to contribute one sentence of a description while a volunteer tries to draw the picture on the board.

12D

A local discovery

LESSON OVERVIEW

Aims: Role-play an interview; explain possibilities.

COMMUNICATING

A Have students work in pairs. Explain that they are going to role-play, or act out, an interview between an archeologist and a news reporter. Assign students as A or B in the role play. Note that students will switch roles later. Give Student B time to write general questions as Student A reads about their information. Read aloud the phrases for **Explaining possibilities**. Point out that archeologists often don't have certain answers or information, so they offer possibilities instead when answering questions. Give students a few minutes to role-play the interview. Tell the reporters to take notes about the answers they hear.

B Tell Student A to write general questions for the interview as Student B reads about the discovery. Have students role-play. Remind the reporters to take notes. After students finish, elicit a class discussion about the experience. Did students prefer being the archeologist or the reporter? Were there any questions that they wished had been asked but weren't?

C Have students get into groups. If possible, divide students into groups with the same discovery topic so they can compare their content. Tell each group member to read their report aloud as if they were a news reporter on TV. After each group member reads their reports, ask students to discuss what they liked about each other's reports and which one was the most effective.



Archeologists discover a hand ax dating back 500,000 years.

12D A local discovery

COMMUNICATING A newspaper interview

A Work with a partner. Read the information below. Then try the roleplay.

Student A: You are an archeologist. Turn to page 109.

Student B: You are a newspaper reporter. Student A recently found some unusual items in the ground. You are going to interview him or her about the discovery. Prepare questions to ask.

What? How old? Where? Importance? When? ... ?

Explaining possibilities

It's possible that ... It could be that ... There's a possibility that ...

B Switch roles. **Student B:** Turn to page 110. **Student A:** Prepare questions to ask.

C You are about to go on live TV to report your story about an amazing discovery. Make your news report to your partner.

CRITICAL THINKING The significance of discovery

Discuss the following questions in groups.

- 1 Why did Ibrahim say that *Spinosaurus* were different from other dinosaurs? *Answers will vary*
- 2 Do you agree that discoveries can help us to make a closer connection to the past and the future? In what ways? *Answers will vary*
- 3 What are the challenges of exploration and making discoveries? *Answers will vary*

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CRITICAL THINKING

Read the questions aloud. Give students a few minutes to think about their answers before discussing in pairs. Note that Ibrahim talked about difficult and dangerous conditions. Encourage students to think about other aspects of the job that might not appeal to them. Have students discuss in pairs before eliciting a class discussion to brainstorm some possibly negative aspects of being a paleontologist. Some possibilities include being away from home for long periods of time, working for years on one project, and the possibility of not being successful.

EXTENSION ACTIVITY Ask students to find out about another famous paleontologist. Have students work in pairs or small groups to research online. Tell them to find out as much as possible about the person's background and the discoveries that have been made by the person. Ask groups to make a poster about the person.

Have them present their posters to the class. Alternatively, have students hang the posters around the class for others to read.

Presentation 4 Talking about an amazing discovery

MODEL PRESENTATION

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

amazingly	discovered	first	fossils	has been
has eaten	have been	hopefully	internationally	was created

Today, I want to tell you about an amazing discovery that was made not so long ago. Take a look at this picture. This is Hang Son Doong—the world’s largest cave. I first heard about this place when I saw an unbelievable video of it on YouTube. Hang Son Doong is in Vietnam. Its name means “Mountain River Cave.” How big is it? Well, it’s more than 5 kilometers long, 200 meters high, and 150 meters wide. In some places the cave is big enough to fit a jumbo jet inside! The cave was created by a river which has eaten away the limestone of the Annamite Mountains. How was it discovered? Well, amazingly, nobody knew about this place until a local man named Ho Khanh found it by accident in 1991. And it was only in 2009 that the cave became internationally known after a group of British scientists went there to study it. Inside the cave, entire forests stretch out across the cave floor, and 300-million-year-old fossils have been found inside. The cave is so large it even has its own weather system. Very few people have been inside the cave although it has been open to the public since 2013. Hopefully, I’ll get the chance to go there myself one day. It looks like a truly incredible place.



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 ...

<input checked="" type="checkbox"/>	uses questions to signpost
<input type="checkbox"/>	personalizes the presentation
<input checked="" type="checkbox"/>	closes the presentation effectively
<input checked="" type="checkbox"/>	provides background information
<input type="checkbox"/>	numbers key points
<input checked="" type="checkbox"/>	uses their voice effectively
<input checked="" type="checkbox"/>	uses an effective slide
<input type="checkbox"/>	tells an anecdote
<input checked="" type="checkbox"/>	uses supporting evidence
<input type="checkbox"/>	deals with the unexpected
<input type="checkbox"/>	gives a call to action
<input type="checkbox"/>	uses descriptive language

B Play the video to check answers. Ask students if the presentation was effective. Do they want to visit the cave too?

C Have students preview the task.

P.4 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–9:

- 1. signposting with questions
- 2. personalizing a presentation
- 3. closing a presentation
- 4. providing background information
- 5. numbering key points
- 6. using your voice effectively
- 7. creating effective slides
- 8. using an anecdote
- 9. using supporting evidence

Then elicit the presentation skills in Units 10–12:

- 10. dealing with the unexpected
- 11. calling others to action
- 12. using descriptive language

Elicit descriptive language that the speaker used. (*The cave is big enough to fit a jumbo jet inside*).

Review the presentation skills from Units 10–12 in more detail. Elicit the language options or techniques for each that students can use in **Your Turn**.

Presentation 4

Aims: Students give a persuasive presentation about a recent discovery using each of the presentation skills they’ve learned in Units 9–12 as well as relevant ones from previous units.

MODEL PRESENTATION

A Have students work individually to complete the sentences.

Elicit some basic points about the presentation:

- 1. What is the topic? (Hang Son Doong cave in Vietnam)
- 2. What is the purpose of the presentation? (to introduce a discovery)
- 3. What statistics does the speaker provide? (the size of the cave, the date when it was discovered, the discoveries inside the cave)
- 4. What interesting anecdote does the speaker tell? (a local person found the cave by accident)
- 5. When did the speaker visit the cave? (He hasn’t yet. It is his hope for the future.)

YOUR TURN

- A** Have students preview the task. If necessary, let students look back at Unit 12 for a review of the topic of discoveries.
- Give students 10–15 minutes to write and organize their ideas. Let them go online to research information about the discovery if necessary. Tell them to use the questions as a guide in their research.
- 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.
- Remind students that their goal is to introduce a new discovery to their classmates.
- 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 the presentation in **C** and give effective feedback in **D**.
- Encourage listeners to ask questions during the 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 in the example (*I like the anecdote you told ...*), and then offer any points that need to be improved (*... but I wish you had used more descriptive language.*).
- ★ **CHALLENGE** Have partners make suggestions of how the presentation can be improved. Then have students give their presentations again for the class.

YOUR TURN *Answers will vary*

- A** You are going to plan and give a short presentation to a partner about an amazing discovery. Do some research and make notes using some or all of the questions below.

What was the discovery?

Where was it discovered?

How was it discovered?

What did people learn from it?

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

Useful phrases

Discoveries: *fossil, ruins, pottery, tomb, artifacts*
find, discover, excavate, inspect

Places in nature: *river, cave, volcano, island, forest*

Adverbial phrases: *amazingly, incredibly, unexpectedly*

Talking about findings: *We now know that ... / It was discovered that ...*
We can now be sure that ...

- 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 ...

<input type="checkbox"/> uses questions to signpost	<input type="checkbox"/> uses an effective slide
<input type="checkbox"/> personalizes the presentation	<input type="checkbox"/> tells an anecdote
<input type="checkbox"/> closes the presentation effectively	<input type="checkbox"/> uses supporting evidence
<input type="checkbox"/> provides background information	<input type="checkbox"/> deals with the unexpected
<input type="checkbox"/> numbers key points	<input type="checkbox"/> gives a call to action
<input type="checkbox"/> uses their voice effectively	<input type="checkbox"/> uses descriptive language

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

Well done! You used some great descriptive language and I thought you used evidence well. Next time try and provide a bit more background information.

Audio and Video Scripts

UNIT 1

1.1 I would like to talk to you about a very special group of animals. There are 10,000 species of birds in the world. Vultures are amongst the most threatened group of birds. When you see a vulture like this, the first thing that comes to your mind is, these are disgusting, ugly, greedy creatures that are just after your flesh, associated with politicians. I wanna [want to] change that perception. I wanna [want to] change those feelings you have for these birds, because they need our sympathy. They really do.

1.3 My job, my passion, or what I'm trying to explore and share is the fact that we are throwing away the ark, which is my attempt to document as many of the world's captive species as I can before I die. I think photography has tremendous potential in terms of moving people to action.

These are pictures that go to work. These are pictures that work every day. Long after I'm dead, these things are going to go to work to save species. My goal is to get people to wake up and say, "Whoa that's amazing! What do I gotta do to save that!?" And then they actually do save it.

To create a picture that outlasts us—that's really tough. I shoot 30,000 pictures a year, minimum. Maybe three or four are keepers. Three or four! I got more fingers on this hand than I get keepers in a year, and all I do is shoot pictures, and that's all I've done since I was 18 years old, is take pictures. But boy, those three or four are pretty good!

1.5 The barracuda is a species of fish that is doing pretty well and has a healthy population. The barracuda is classified as a species of least concern.

The big-eye tuna, however, is not doing so well. Right now, there are certain things threatening the survival of the species—such as overfishing. As such, the big-eye tuna is classified as vulnerable.

For vulnerable species like the big-eye tuna, it's important that we work to protect them now, before they become endangered or even extinct. The silver trout is just one example of a species of fish that is now extinct.

1.7 I would like to talk to you about a very special group of animals. There are 10,000 species of birds in the world. Vultures are amongst the most threatened group of birds. When you see a vulture like this, the first thing that comes to your mind is, these are disgusting, ugly, greedy creatures that are just after your flesh, associated with politicians. I wanna [want to] change that perception. I wanna [want to] change those feelings you have for these birds, because they need our sympathy. They really do. And I'll tell you why.

First of all, why do they have such a bad press? When Charles Darwin went across the Atlantic in 1832 on the Beagle, he saw the Turkey vulture, and he said, "These are disgusting birds with bald scarlet heads that are formed to revel in putridity." You could not get a worse insult, and that from Charles Darwin. You know, he changed his mind when he came back, and I'll tell you why. They've also been associated with Disney—personified as goofy,

dumb, stupid characters.

[...] So there's two types of vultures in this planet. There are the New World vultures that are mainly found in the Americas, like the condors and the caracaras, and then the Old World vultures, where we have 16 species. From these 16, 11 of them are facing a high risk of extinction.

So why are vultures important? First of all, they provide vital ecological services. They clean up. They're our natural garbage collectors. They clean up carcasses right to the bone. They help to kill all the bacteria. They help absorb anthrax that would otherwise spread and cause huge livestock losses and diseases in other animals. Recent studies have shown that in areas where there are no vultures, carcasses take up to three to four times to decompose, and this has huge ramifications for the spread of diseases.

1.8 So what is the problem with vultures? We have eight species of vultures that occur in Kenya, of which six are highly threatened with extinction. [...] In South Asia, in countries like India and Pakistan, four species of vultures are listed as critically endangered, which means they have less than 10 or 15 years to go extinct.

[...] So what's being done? Well, we're conducting research on these birds. We're putting transmitters on them. We're trying to determine their basic ecology, and see where they go. We can see that they travel different countries, so if you focus on a problem locally, it's not going to help you. We need to work with governments in regional levels. We're working with local communities. We're talking to them about appreciating vultures, about the need from within to appreciate these wonderful creatures and the services that they provide.

How can you help? You can become active, make noise. You can write a letter to your government and tell them that we need to focus on these very misunderstood creatures. Volunteer your time to spread the word. Spread the word. When you walk out of this room, you will be informed about vultures, but speak to your families, to your children, to your neighbors about vultures.

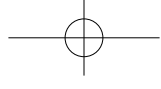
They are very graceful. Charles Darwin said he changed his mind because he watched them fly effortlessly without energy in the skies.

UNIT 2

2.1 All of you have famous people and historical figures in your tree, because we are all connected, and 75 million may seem like a lot, but in a few years, it's quite likely we will have a family tree with all, almost all, seven billion people on Earth. But does it really matter? What's the importance?

2.3 My family history is pretty interesting. I'm from Canada, but my ancestors all come from different places.

My grandparents on my mother's side of the family moved from Scotland to Canada in the 19th century. In the 1930s though, my grandfather was working in England. So my mother, aunts, and



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uncle were born in London and lived through World War Two. In the 1950s, my grandfather was offered a job in Canada, and so the family moved back there.

My grandfather on my father's side was from Transylvania, which is now part of Romania. In the 1920s, he went to university in Scotland. While he was there, he met, fell in love with, and eventually married a local girl—my grandmother. They moved back to Transylvania, which is where my father was born. Shortly after though, they moved to neighboring Hungary.

My father grew up in Hungary, but in 1956, there was a revolution, and my father, who was 19 at that time, was forced to leave. He eventually settled in Canada, which is where he met my mother.

My father passed away in 2010, but our family is doing great. My mother and two brothers are still in Canada, my sister lives in Germany, and I've been in Singapore since 2001. I'm still Canadian, but I'm proud of my Scottish and Hungarian background. And my wife is Singaporean, so that's made my family tree even more international.

2.5 A: Are you doing anything interesting this weekend?

B: Yes. I'm going to meet my second cousin, Chris.

A: Your second cousin?

B: Yeah, I'm researching my family tree. Chris is my grandfather's sister's grandchild. And he's bringing his daughter Emily, too. She's my second cousin once removed.

A: That's cool. How did you get in touch?

B: Through my grandfather. I'm going to ask Chris to help me find out more about the family. He seems really interested.

A: Where are you meeting them?

B: At my place. They can meet the rest of the family, too.

A: That's great.

2.7 Six months ago, I got an email from a man in Israel who had read one of my books, and the email said, "You don't know me, but I'm your 12th cousin." And it said, "I have a family tree with 80,000 people on it, including you, Karl Marx, and several European aristocrats."

[...] So this email inspired me to dive into genealogy, which I always thought was a very staid and proper field, but it turns out it's going through a fascinating revolution, and a controversial one. Partly, this is because of DNA and genetic testing, but partly, it's because of the Internet. There are sites that now take the Wikipedia approach to family trees, collaboration and crowdsourcing, and what you do is, you load your family tree on, and then these sites search to see if the A. J. Jacobs in your tree is the same as the A. J. Jacobs in another tree, and if it is, then you can combine, and then you combine and combine and combine until you get these massive, mega-family trees with thousands of people on them, or even millions. I'm on something on Geni called the world family tree, which has no less than a jaw-dropping 75 million people. So that's 75 million people connected by blood or marriage, sometimes both. It's in all seven continents, including Antarctica. I'm on it. Many of you are on it, whether you know it or not, and you can see the links. Here's my cousin Gwyneth Paltrow. She has no idea I exist, but we are officially cousins. We have just 17 links between us. And there's my cousin Barack Obama. And he is my aunt's fifth great-aunt's husband's father's wife's seventh great-nephew, so practically my older brother.

[...] Now, I'm not boasting, because all of you have famous people

and historical figures in your tree, because we are all connected, and 75 million may seem like a lot, but in a few years, it's quite likely we will have a family tree with all, almost all, seven billion people on Earth. But does it really matter? You know, what's the importance?

2.8 First, it's got scientific value. This is an unprecedented history of the human race, and it's giving us valuable data about how diseases are inherited, how people migrate, and there's a team of scientists at MIT right now studying the world family tree.

Number two, it brings history alive. I found out I'm connected to Albert Einstein, so I told my seven-year-old son that, and he was totally engaged. Now Albert Einstein is not some dead white guy with weird hair. He's Uncle Albert.

[...] Number three, interconnectedness. We all come from the same ancestor, [...] so that means we literally all are biological cousins as well, and estimates vary, but probably the farthest cousin you have on Earth is about a 50th cousin. Now, it's not just ancestors we share, descendants. If you have kids, look and they have kids, look how quickly the descendants accumulate. So in 10, 12 generations, you're going to have thousands of offspring, and millions of offspring.

Number four, a kinder world. Now, I know that there are family feuds. I have three sons, so I see how they fight. But I think that there's also a human bias to treat your family a little better than strangers. I think this tree is gonna [going to] be bad news for bigots, because you know, they're gonna [going to] have to realize that they are cousins with thousands of people in whatever ethnic group they happen to have issues with, and I think you look back at history, and a lot of the terrible things we've done to each other is because one group thinks another group is sub-human, and you can't do that anymore. We're not just part of the same species. We're part of the same family. We share 99.9 percent of our DNA.

2.9 So I have all these hundreds and thousands, millions of new cousins. I thought, what can I do with this information? And that's when I decided, why not throw a party? So that's what I'm doing. And you're all invited. Next year, next summer, I will be hosting what I hope is the biggest and best family reunion in history. Thank you. I want you there. I want you there. I want you there, It's gonna [going to] be at the New York Hall of Science, which is a great venue...

[...] There's going to be exhibits and food, music. Paul McCartney is 11 steps away, so I'm hoping he brings his guitar. He hasn't RSVP'd yet, but fingers crossed. And there is going to be a day of speakers, of fascinating cousins.

[...] And, of course, the most important is that you, I want you guys there, and I invite you to go to GlobalFamilyReunion.org and figure out how you're on the family tree, because these are big issues, family and tribe, and I don't know all the answers, but I have a lot of smart relatives, including you guys, so together, I think we can figure it out. Only together can we solve these big problems. So from cousin to cousin, I thank you. I can't wait to see you. Goodbye.

UNIT 3

3.1 It's often said that you can tell a lot about a person by looking at what's on their bookshelves. What do my bookshelves say about me? Well, when I asked myself this question a few years ago, I made an alarming discovery.



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3.3 I knew I wanted to be a writer from a very young age. I read a lot as a child, and I fell in love with imagining the lives of other people, the things they hope for and the experiences that change them. Empathy and imagination help a lot when you start to write stories of your own.

My first book was published in 2001, and it's called *Simple Recipes*. It's a collection of seven short stories, and revolves around family relationships—all the acts of trust or betrayal or love between parents and children, and between people whose lives are bound together.

One of the stories is about a Malaysian immigrant family who now live in Canada. The story is told from the perspective of the youngest child—a girl born in Canada after the family's arrival.

She describes a misunderstanding between her father and brother—a result of the cultural, and also language differences between the two generations that is an inescapable part of the immigrant experience.

Simple Recipes received a great deal of praise, which gave me the confidence to keep doing what I loved. Since then, I've published three more books.

Writing stories and novels is an unusual way of life. Writing allows me to imagine and inhabit many different kinds of lives, and to expand the way I understand the world.

3.5 **A:** How many of these books have you read?

B: I've actually read them all except for *The Lion, the Witch, and the Wardrobe*. Do you know it?

A: Yeah, it was one of my favorites when I was young.

B: What's it about?

A: Well, it's a fantasy novel. It's about four children who live in an old house in England. They find an old wardrobe upstairs and it's magic.

B: How is it magic?

A: They can go through the wardrobe to visit a magical place called Narnia where they meet some talking animals.

B: Sounds interesting!

3.7 It's often said that you can tell a lot about a person by looking at what's on their bookshelves. What do my bookshelves say about me? Well, when I asked myself this question a few years ago, I made an alarming discovery. I'd always thought of myself as a fairly cultured, cosmopolitan sort of person. But my bookshelves told a rather different story. Pretty much all the titles on them were by British or North American authors, and there was almost nothing in translation. Discovering this massive, cultural blind spot in my reading came as quite a shock.

And when I thought about it, it seemed like a real shame. I knew there had to be lots of amazing stories out there by writers working in languages other than English. And it seemed really sad to think that my reading habits meant I would probably never encounter them. So, I decided to prescribe myself an intensive course of global reading. 2012 was set to be a very international year for the UK; it was the year of the London Olympics. And so I decided to use it as my time frame to try to read a novel, short story collection or memoir from every country in the world. And so I did. And it was very exciting and I learned some remarkable things and made some wonderful connections that I want to share with you today.

3.8 So how on earth was I going to read the world? I was going to have to ask for help. So in October 2011, I registered my blog, ayearofreadingtheworld.com, and I posted a short appeal online. I explained who I was, how narrow my reading had been, and I asked anyone who cared to leave a message suggesting what I might read from other parts of the planet. Now, I had no idea whether anyone would be interested, but within a few hours of me posting that appeal online, people started to get in touch. At first, it was friends and colleagues. Then it was friends of friends. And pretty soon, it was strangers.

Four days after I put that appeal online, I got a message from a woman called Rafidah in Kuala Lumpur. She said she loved the sound of my project, could she go to her local English-language bookshop and choose my Malaysian book and post it to me? I accepted enthusiastically, and a few weeks later, a package arrived containing not one, but two books—Rafidah's choice from Malaysia, and a book from Singapore that she had also picked out for me. Now, at the time, I was amazed that a stranger more than 6,000 miles away would go to such lengths to help someone she would probably never meet.

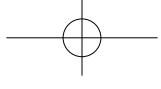
But Rafidah's kindness proved to be the pattern for that year. Time and again, people went out of their way to help me. Some took on research on my behalf, and others made detours on holidays and business trips to go to bookshops for me. It turns out, if you want to read the world, if you want to encounter it with an open mind, the world will help you.

3.9 The books I read that year opened my eyes to many things. As those who enjoy reading will know, books have an extraordinary power to take you out of yourself and into someone else's mindset, so that, for a while at least, you look at the world through different eyes. That can be an uncomfortable experience, particularly if you're reading a book from a culture that may have quite different values to your own. But it can also be really enlightening. Wrestling with unfamiliar ideas can help clarify your own thinking. And it can also show up blind spots in the way you might have been looking at the world.

When I looked back at much of the English-language literature I'd grown up with, for example, I began to see quite how narrow a lot of it was, compared to the richness that the world has to offer. And as the pages turned, something else started to happen, too. Little by little, that long list of countries that I'd started the year with, changed from a rather dry, academic register of place names into living, breathing entities.

Now, I don't want to suggest that it's at all possible to get a rounded picture of a country simply by reading one book. But cumulatively, the stories I read that year made me more alive than ever before to the richness, diversity and complexity of our remarkable planet. It was as though the world's stories and the people who'd gone to such lengths to help me read them had made it real to me. These days, when I look at my bookshelves or consider the works on my e-reader, they tell a rather different story. It's the story of the power books have to connect us across political, geographical, cultural, social, religious divides. It's the tale of the potential human beings have to work together.

[...] And I hope many more people will join me. If we all read more widely, there'd be more incentive for publishers to translate more books, and we would all be richer for that. Thank you.



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UNIT 4

- 4.1** Recently, I flew over a crowd of thousands of people in Brazil playing music by George Frideric Handel. I also drove along the streets of Amsterdam, again playing music by this same composer.

Let's take a look.

[Music: George Frideric Handel, "Allegro." Performed by Daria van den Bercken.]

[Video] Daria van den Bercken: I live there on the third floor. [In Dutch] I live there on the corner. I actually live there, around the corner ... and you'd be really welcome.

Man: [In Dutch] Does that sound like fun?

Child: [In Dutch] Yes!

- 4.3** Iarla Ó Lionáird: My name is Iarla Ó Lionáird, and I'm an Irishman. I come from Cork—west Cork. And I'm a person who sings.

Narrator: Ó Lionáird sings in a traditional style called *sean-nós*. He sings in Gaelic, which was Ó Lionáird's first language as a child. He was five years old before he learned English.

Ó Lionáird was the 8th of 12 children. His mother and grandmother were also singers in the *sean-nós* style.

Iarla Ó Lionáird: I remember my first day in school.

Mrs. McSweeney—Mrs. Mac—was my teacher. I remember she lifted me up, and she stood me on a desk, the first day I was ever in school, I was about 5, and she said, "sing." It was almost as if there was, there was, kind of shoes they were waiting for me to put my feet into.

Narrator: Ó Lionáird released his first of three solo albums in 1997. He is now a member of a group called The Gloaming. The group released its award-winning first album in 2014.

- 4.5** Many students listen to music when they study. Is this a good idea? Well, it depends on what they listen to. Songs without lyrics are generally OK, such as classical music. Songs with lyrics can distract you from studying, so it's best to avoid those. Some research also suggests that we study better when we listen to songs we like. Songs that we like help us to relax. Songs we dislike are going to annoy and distract us from our studies. So it may be best to listen to your favorite album rather than the radio.

- 4.8** Recently, I flew over a crowd of thousands of people in Brazil playing music by George Frideric Handel. I also drove along the streets of Amsterdam, again playing music by this same composer. Let's take a look.

[Music: George Frideric Handel, "Allegro." Performed by Daria van den Bercken.]

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Man: [In Dutch] Does that sound like fun?

Child: [In Dutch] Yes!

Daria van den Bercken: All this was a real magical experience for hundreds of reasons. Now you may ask, why have I done these things? They're not really typical for a musician's day-to-day life. Well, I did it because I fell in love with the music and I wanted to share it with as many people as possible.

It started a couple of years ago. I was sitting at home on the couch with the flu and browsing the Internet a little, when I found out that

Handel had written works for the keyboard. Well, I was surprised. I did not know this. So I downloaded the sheet music and started playing. And what happened next was that I entered this state of pure, unprejudiced amazement. It was an experience that of being totally in awe of the music, and I had not felt that in a long time. It might be easier to relate to this when you hear it. Um, the first piece that I played through started like this. [Music] Well this sounds very melancholic, doesn't it? And I turned the page and what came next was this. [Music] Well, this sounds very energetic, doesn't it? So within a couple of minutes, and the piece isn't even finished yet, I experienced two very contrasting characters: beautiful melancholy and sheer energy. And I consider these two elements to be vital human expressions. And the purity of the music makes you hear it very effectively.

- 4.9** I've given a lot of children's concerts for children of seven and eight years old, and whatever I play, whether it's Bach, Beethoven, even Stockhausen, or some jazzy music, they are open to hear it, really willing to listen, and they are comfortable doing so. And when classes come in with children who are just a few years older, 11, 12, I felt that I sometimes already had trouble in reaching them like that. The complexity of the music does become an issue, and actually the opinions of others—parents, friends, media—they start to count. But the young ones, they don't question their own opinion. They are in this constant state of wonder, and I do firmly believe that we can keep listening like these seven-year-old children, even when growing up. And that is why I have played not only in the concert hall but also on the street, online, in the air: to feel that state of wonder, to truly listen, and to listen without prejudice. And I'd like to invite you to do so now.

[Music]

Thank you.

UNIT 5

- 5.1** I'm kind of obsessed with flags. Sometimes I bring up the topic of flags, and people are like, "I don't care about flags," and then we start talking about flags, and trust me, 100 percent of people care about flags. There's just something about them that works on our emotions.

- 5.3** I've been an interior designer now for about 16 years. My mother and father were both architects so it was always likely that I'd have a career in design. I enjoyed art a lot in school, and I studied textile design when I was at university. I really learned a lot there, not just about textiles, but about design in general.

Every home I design is very different because every client is unique. I spend a lot of time talking with clients and learning about their personal needs and tastes. I want the finished space to reflect them as individuals, not myself as a designer.

There is a quote from a famous British designer called William Morris which I use as a starting point for every project. He said, "Have nothing in your houses that you do not know to be useful or believe to be beautiful." I think it's really helpful to think about interior design in terms of those two factors. Everything in your home should be either useful, or beautiful. If it isn't either, it shouldn't be there! And, in regard to ideas about what's beautiful, it's really important to respect and value your client's personal taste.

- 5.5** Let me explain to you a little more about three of the main features of a coat of arms.



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One of the first things people notice is the motto. It's a very common feature, but some coats of arms do not have it. This motto is in Latin. In English, it means, "To be, rather than to seem." The motto here is above the crest, but sometimes the motto appears below the shield.

The supporters are also a key element. Supporters are usually animals, but they can also be people. The two supporters can also be different—for example, in this coat of arms, you can see a unicorn and a lion.

And then, of course, there's the shield. The design on the shield is very important. The different symbols that are used all have meaning. Even the shape of the shield—which can vary—carries some kind of meaning.

5.7 I know what you're thinking: "Why does that guy get to sit down?" That's because this is radio.

I tell radio stories about design, and I report on all kinds of stories: buildings and toothbrushes, mascots, wayfinding and fonts. My mission is to get people to engage with the design that they care about so they begin to pay attention to all forms of design. [...] And few things give me greater joy than a well-designed flag. Yeah! Happy 50th anniversary on your flag, Canada. It is beautiful, gold standard. Love it. I'm kind of obsessed with flags. Sometimes I bring up the topic of flags, and people are like, "I don't, I don't care about flags," and then we start talking about flags, and trust me, 100 percent of people care about flags. There's just something about them that works on our emotions.

[...] Okay. So when I moved back to San Francisco in 2008, I researched its flag, because I had never seen it in the previous eight years I lived there. And I found it, I am sorry to say, sadly lacking. I know. It hurts me, too.

5.8 Narrator: The five basic principles of flag design. Number one. Flag expert, Ted Kaye: Keep it simple. Narrator: Keep it simple. Number two. TK: Use meaningful symbolism.

Narrator: Number three. TK: Use two to three basic colors.

Narrator: Number four. TK: No lettering or seals.

Narrator: Never use writing of any kind. TK: Because you can't read that at a distance.

Narrator: Number five. TK: And be distinctive.

Roman Mars: All the best flags tend to stick to these principles. And like I said before, most country flags are okay. But here's the thing: if you showed this list of principles to any designer of almost anything, they would say these principles—simplicity, deep meaning, having few colors or being thoughtful about colors, uniqueness, don't have writing you can't read—all those principles apply to them, too.

[...] But here's the trick: If you want to design a great flag, a kickass flag like Chicago's or D.C.'s, which also has a great flag, start by drawing a one-by-one-and-a-half-inch rectangle on a piece of paper. Your design has to fit within that tiny rectangle. Here's why.

TK: A three-by-five-foot flag on a pole 100 feet away looks about the same size as a one-by-one-and-a-half-inch rectangle seen about 15 inches from your eye. You'd be surprised at how compelling and simple the design can be when you hold yourself to that limitation.

RM: Meanwhile, back in San Francisco. Is there anything we can

do?

TK: I like to say that in every bad flag there's a good flag trying to get out. The way to make San Francisco's flag a good flag is to take the motto off because you can't read that at a distance. Take the name off, and the border might even be made thicker, so it's more a part of the flag. And I would simply take the phoenix and make it a great big element in the middle of the flag.

RM: But the current phoenix, that's got to go.

TK: I would simplify or stylize the phoenix. Depict a big, wide-winged bird coming out of flames. Emphasize those flames.

RM: So this San Francisco flag was designed by Frank Chimero based on Ted Kaye's suggestions. I don't know what he would do if we was completely unfettered and didn't follow those guidelines. Fans of my radio show and podcast, they've heard me complain about bad flags. They've sent me other suggested designs. This one's by Neil Mussett. Both are so much better. And I think if they were adopted, I would see them around the city.

5.9 TK: Often when city leaders say, "We have more important things to do than worry about a city flag," my response is, "If you had a great city flag, you would have a banner for people to rally under to face those more important things."

RM: [...] So maybe all the city flags can be as inspiring as Hong Kong or Portland or Trondheim, and we can do away with all the bad flags like San Francisco, Milwaukee, Cedar Rapids, and finally, when we're all done, we can do something about Pocatello, Idaho, considered by the North American Vexillological Association as the worst city flag in North America. Yeah. That thing has a trademark symbol on it, people. That hurts me just to look at. Thank you so much for listening.

UNIT 6

6.1 And I get the most amazing fan mail, and I get the most amazing projects, and the biggest moment for me came last Halloween. The doorbell rang and it was a trick-or-treater dressed as my character. It was so cool.

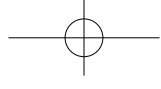
6.3 Narrator: Franklin Chang Díaz is an engineer, and a former NASA astronaut. As an astronaut, he went on seven Space Shuttle missions and was the third Latin American to go into space. But what inspired him in his career?

Franklin Chang Díaz: I was a child of the fifties. I was captivated by space because of the launch of Sputnik. Sputnik was something that probably lit the fire or lit the spark of space for many children.

I have many heroes. Still do. The number one hero is my Dad. My dad was the one person that I wanted to be like. He was not a scientist, he was not an engineer, but he was an adventurer, who's a guy that was not afraid of anything, and I wanted to be like him. Even today, when I'm faced with a difficult problem, I have to make a decision, I always ask myself, "What would my father do in this same situation?" helps me a lot to arrive at a decision.

Inspiration is in many ways a bit of a chain. I was inspired by others, and maybe I was, or I am, an inspiration to some. And that is part of the way it should be. I feel that this was not part of my plan to be an inspiration, but it is a responsibility that I have acquired, and I have to be true to it.

I hope those who come after me will inspire others as well, and so the chain will be unbroken.



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6.5 There are a lot of inspirational people in the world, but when I think about who I really admire, two people come to mind. The first is Leonardo da Vinci. We know him as a painter, of course, but he was much more than that. He was good at so many things— inventing, engineering, music, math, astronomy, literature. He had such an incredible mind.

Another person I admire is Mexican artist Frida Kahlo. I admire her because she was such a strong person. And her self-portraits are fascinating. There is one quote I remember. She once said, “I paint myself because I am so often alone and because I am the subject I know best.”

6.7 When I was in the third grade, a monumental event happened. An author visited our school, Jack Gantos. A published author of books came to talk to us about what he did for a living. And afterwards, we all went back to our classrooms and we drew our own renditions of his main character, Rotten Ralph. And suddenly the author appeared in our doorway, and I remember him sort of sauntering down the aisles, going from kid to kid looking at the desks, not saying a word. But he stopped next to my desk, and he tapped on my desk, and he said, “Nice cat.” And he wandered away. Two words that made a colossal difference in my life. When I was in the third grade, I wrote a book for the first time, “The Owl Who Thought He Was The Best Flyer.”

[...] So I loved writing so much that I'd come home from school, and I would take out pieces of paper, and I would staple them together, and I would fill those blank pages with words and pictures just because I loved using my imagination. And so these characters would become my friends. There was an egg, a tomato, a head of lettuce and a pumpkin, and they all lived in this refrigerator city, and in one of their adventures they went to a haunted house that was filled with so many dangers like an evil blender who tried to chop them up, an evil toaster who tried to kidnap the bread couple, and an evil microwave who tried to melt their friend who was a stick of butter.

6.8 So how did I make friends? I drew funny pictures of my teachers—and I passed them around. Well, in English class, in ninth grade, my friend John, who was sitting next to me, laughed a little bit too hard. Mr. Greenwood was not pleased. He instantly saw that I was the cause of the commotion, and for the first time in my life, I was sent to the hall, and I thought, “Oh no, I'm doomed. My grandfather's just going to kill me.” And he came out to the hallway and he said, “Let me see the paper.” And I thought, “Oh no. He thinks it's a note.” And so I took this picture, and I handed it to him. And we sat in silence for that brief moment, and he said to me, “You're really talented.” “You're really good. You know, the school newspaper needs a new cartoonist, and you should be the cartoonist. Just stop drawing in my class.” So my parents never found out about it. I didn't get in trouble.

[...] I kept making comics, and at the Worcester Art Museum, I was given the greatest piece of advice by any educator I was ever given. Mark Lynch, he's an amazing teacher and he's still a dear friend of mine, and I was 14 or 15, and I walked into his comic book class halfway through the course, and I was so excited, I was beaming. I had this book that was how to draw comics in the Marvel way, and it taught me how to draw superheroes, how to draw a woman, how to draw muscles just the way they were supposed to be if I were to ever draw for X-Men or Spiderman. And all the color just drained from his face, and he looked at

me, and he said, “Forget everything you learned.” And I didn't understand. He said, “You have a great style. Celebrate your own style. Don't draw the way you're being told to draw. Draw the way you're drawing and keep at it, because you're really good.”

6.9 I graduated from RISD [Rhode Island School of Design]. My grandparents were very proud, and I moved to Boston, and I set up shop. I set up a studio and I tried to get published. I would send out my books. I would send out hundreds of postcards to editors and art directors, but they would go unanswered.

[...] Now, I used to work the weekends at the Hole in the Wall offseason programming to make some extra money as I was trying to get my feet off the ground, and this kid who was just this really hyper kid, I started calling him “Monkey Boy,” and I went home and wrote a book called “Good Night, Monkey Boy.” And I sent out one last batch of postcards. And I received an email from an editor at Random House with a subject line, “Nice work!” Exclamation point. “Dear Jarrett, I received your postcard. I liked your art, so I went to your website and I'm wondering if you ever tried writing any of your own stories, because I really like your art and it looks like there are some stories that go with them. Please let me know if you're ever in New York City.” And this was from an editor at Random House Children's Books. So the next week I “happened” to be in New York. And I met with this editor, and I left New York for a contract for my first book, *Good Night, Monkey Boy*, which was published on June 12, 2001.

[...] And then something happened that changed my life. I got my first piece of significant fan mail, where this kid loved Monkey Boy so much that he wanted to have a Monkey Boy birthday cake. For a two-year-old, that is like a tattoo. You know? You only get one birthday per year. And for him, it's only his second. And I got this picture, and I thought, “This picture is going to live within his consciousness for his entire life. He will forever have this photo in his family photo albums.” So that photo, since that moment, is framed in front of me while I've worked on all of my books.

[...] And I get the most amazing fan mail, and I get the most amazing projects, and the biggest moment for me came last Halloween. The doorbell rang and it was a trick-or-treater dressed as my character. It was so cool.

UNIT 7

7.1 I'm convinced that in 30 years, when we look back on today and on how we raise and slaughter billions of animals to make our hamburgers and our handbags, we'll see this as being wasteful and indeed crazy.

7.3 One of the things I really love about cooking is that it's such a universal experience. Food is how the vast majority of us interact with our resources.

I worked as a fisherman in Africa, off the coast of Essaouira, and the sardine fishermen were out there, and until this point, seafood had just been delivered as if by magic. But here, in this village, in this ages old tradition, here is men and women who are casting nets into the sea in hopes of catching dinner—not dollars.

Environmentalism, at its root, is a human concern. Environmentalism is so often thought of as this distant idea—this whale that we need to save in some distant ocean far away. But dinner is full contact environmentalism.



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7.5 Interviewer: Thank you for talking with us. So, we know that today, people around the world are eating more meat than ever before. Do you think this trend will continue in the future?

Expert: Yes, I do. We can be pretty sure about this. First of all, the world's population is increasing. Every day, there are around 228,000 more people on the planet!

So, by 2050, we think that the population of the world will increase by about 35%. And, of course, the demand for meat will increase as the population increases.

But also, in developing countries, people are becoming richer. By 2050, many more people will be able to buy meat regularly. We think there will be a 100% increase in demand for meat from developing countries.

So when you take the two together—the global population growth and the increased demand from developing countries—it means that, in the next 30 years, there will be a huge rise in the number of people demanding meat.

The big question is, however, will we be able to produce enough meat for the increased demand? This, I'm not so sure about.

7.7 I'm convinced that in 30 years, when we look back on today and on how we raise and slaughter billions of animals to make our hamburgers and our handbags, we'll see this as being wasteful and indeed crazy. Did you know that today we maintain a global herd of 60 billion animals to provide our meat, dairy, eggs, and leather goods? And over the next few decades, as the world's population expands to 10 billion, this will need to nearly double to 100 billion animals.

But maintaining this herd takes a major toll on our planet. Animals are not just raw materials. They're living beings, and already our livestock is one of the largest users of land, fresh water, and one of the biggest producers of greenhouse gases, which drive climate change. On top of this, when you get so many animals so close together, it creates a breeding ground for disease and opportunities for harm and abuse. Clearly, we cannot continue on this path which puts the environment, public health, and food security at risk. There is another way, ...

7.8 There is another way, because essentially, animal products are just collections of tissues, and right now we breed and raise highly complex animals only to create products that are made of relatively simple tissues. What if, instead of starting with a complex and sentient animal, we started with what the tissues are made of, the basic unit of life, the cell? This is biofabrication, where cells themselves can be used to grow biological products like tissues and organs.

[...] And we should begin by reimagining leather. I emphasize leather because it is so widely used. It is beautiful, and it has long been a part of our history. Growing leather is also technically simpler than growing other animal products like meat. It mainly uses one cell type, and it is largely two-dimensional.

7.9 And so I'm very excited to show you, for the first time, the first batch of our cultured leather, fresh from the lab. This is real, genuine leather, without the animal sacrifice. It can have all the characteristics of leather because it is made of the same cells, and better yet, there is no hair to remove, no scars or insect's bites, and no waste. This leather can be grown in the shape of a wallet, a handbag or a car seat. It is not limited to the irregular shape of a cow or an alligator.

And because we make this material, we grow this leather from the ground up, we can control its properties in very interesting ways. This piece of leather is a mere seven tissue layers thick, and as you can see, it is nearly transparent. And this leather is 21 layers thick and quite opaque. You don't have that kind of fine control with conventional leather.

[...] We can design new materials, new products, and new facilities. We need to move past just killing animals as a resource to something more civilized and evolved. Perhaps we are ready for something literally and figuratively more cultured. Thank you.

UNIT 8

8.1 Fifty-four percent of the world's population lives in our cities. In developing countries, one third of that population is living in slums. Seventy-five percent of global energy consumption occurs in our cities, and 80 percent of gas emissions that cause global warming come from our cities. So things that you and I might think about as global problems, like climate change, the energy crisis or poverty, are really, in many ways, city problems.

8.3 I grew up in a place called Whitworth. It's a very small town in the north of England. Only about 8,000 people live there, so it's a very quiet place. You can go walking in the countryside, which is lovely, but other than that, there's not much to do.

When I was 21, I moved to Singapore, which was a huge change. Singapore is a bustling, modern, multicultural city—the exact opposite of Whitworth! Singapore was a great place to live. I met people from so many different backgrounds and I had a really great time.

I lived in Singapore for 9 years, and then in 2009, I moved to Sydney, Australia, which is where I live now. Sydney is a wonderful place. I feel like I have the best of both worlds here. I live in the suburbs in a quiet neighborhood not too far from the city. There are a lot of parks near where I live, and it's a pretty peaceful place. But if I want a bit more excitement, I'm only a short drive from the city center. There's so much to do in Sydney, I never get bored.

I've got no plans to move again in the future. I'm really happy where I am now.

8.5 **A:** Hey, this is interesting. It says Monterrey, Mexico, is one of the happiest cities in the world. You grew up there, right?

B: Yeah, that's right.

A: So, what do you think? Was it a happy city?

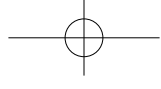
B: Well, I loved living there. I used to love hanging out with my friends on the riverfront. I didn't have a car in those days, but it was so easy to get around by bus. I was always happy.

A: Cool. I should visit there one day.

B: Yeah. If you go, make sure you check out the Santa Lucia Riverwalk. It's really cool.

A: Okay, thanks for the advice.

8.7 Fifty-four percent of the world's population lives in our cities. In developing countries, one third of that population is living in slums. Seventy-five percent of global energy consumption occurs in our cities, and eighty percent of gas emissions that cause global warming come from our cities. So things that you and I might think about as global problems, like climate change, the energy crisis or poverty, are really, in many ways, city problems. They will not be solved unless people who live in cities, like most of us, actually



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start doing a better job, because right now, we are not doing a very good one.

[...] Three years ago, I cofounded an organization called Meu Rio, and we make it easier for people in the city of Rio to organize around causes and places that they care about in their own city, and have an impact on those causes and places every day. In these past three years, Meu Rio grew to a network of 160,000 citizens of Rio. About 40 percent of those members are young people aged 20 to 29. That is one in every 15 young people of that age in Rio today.

- 8.8** Amongst our members is this adorable little girl, Bia, to your right, and Bia was just 11 years old when she started a campaign using one of our tools to save her model public school from demolition. Her school actually ranks among the best public schools in the country, and it was going to be demolished by the Rio de Janeiro state government to build, I kid you not, a parking lot for the World Cup right before the event happened. Bia started a campaign, and we even watched her school 24/7 through webcam monitoring, and many months afterwards, the government changed their minds. Bia's school stayed in place.

There's also Jovita. She's an amazing woman whose daughter went missing about 10 years ago, and since then, she has been looking for her daughter. In that process, she found out that first, she was not alone. In the last year alone, 2013, 6,000 people disappeared in the state of Rio. But she also found out that in spite of that, Rio had no centralized intelligence system for solving missing persons cases. In other Brazilian cities, those systems have helped solve up to 80 percent of missing persons cases. She started a campaign, and after the secretary of security got 16,000 emails from people asking him to do this, he responded, and started to build a police unit specializing in those cases. It was open to the public at the end of last month, and Jovita was there giving interviews and being very fancy.

And then, there is Leandro. Leandro is an amazing guy in a slum in Rio, and he created a recycling project in the slum. At the end of last year, December 16, he received an eviction order by the Rio de Janeiro state government giving him two weeks to leave the space that he had been using for two years. The plan was to hand it over to a developer, who planned to turn it into a construction site. Leandro started a campaign using one of our tools, the Pressure Cooker, the same one that Bia and Jovita used, and the state government changed their minds before Christmas Eve.

- 8.9** These stories make me happy, but not just because they have happy endings. They make me happy because they are happy beginnings. The teacher and parent community at Bia's school is looking for other ways they could improve that space even further. Leandro has ambitious plans to take his model to other low-income communities in Rio, and Jovita is volunteering at the police unit that she helped created.

[...] With the Our Cities network, the Meu Rio team hopes to share what we have learned with other people who want to create similar initiatives in their own cities. We have already started doing it in São Paulo with incredible results, and want to take it to cities around the world through a network of citizen-centric, citizen-led organizations that can inspire us, challenge us, and remind us to demand real participation in our city lives.

It is up to us to decide whether we want schools or parking lots, community-driven recycling projects or construction sites,

loneliness or solidarity, cars or buses, and it is our responsibility to do that now, for ourselves, for our families, for the people who make our lives worth living, and for the incredible creativity, beauty, and wonder that make our cities, in spite of all of their problems, the greatest invention of our time. *Obrigado*. Thank you.

UNIT 9

- 9.1** I suspect that every aid worker in Africa comes to a time in her career when she wants to take all the money for her project—maybe it's a school or a training program—pack it in a suitcase, get on a plane flying over the poorest villages in the country, and start throwing that money out the window. Because to a veteran aid worker, the idea of putting cold, hard cash into the hands of the poorest people on Earth doesn't sound crazy, it sounds really satisfying.

- 9.3** In 2016, I and a group of friends took part in an event called the Dumball Rally in India. The event was to raise money for a charity called the Teenage Cancer Trust.

The rally involved about 30 teams. Each team had a car, which they drove around the southern part of India. The journey took 8 days. We started in Chennai, we drove south along the east coast, and then north up the west coast, and finished in our final destination, in Goa.

We used social media to ask our friends and family for donations. Using Facebook and a website called JustGiving.com, it was really easy to contact everyone to receive their donations online. Our team raised around \$4,000, and in total, the event raised around \$170,000.

And of course, the journey itself was lots of fun, too. We drove for about 12 hours every day, and we saw some incredible scenery along the way. We also got a chance to talk to some of the local people, and we even managed to have a game of cricket!

It was an experience I'll never forget, and hopefully the money we raised will go some way to making people's lives better.

- 9.5** **A:** I heard you're planning to run a marathon for charity.

B: Yeah, that's right. I'm raising money for a local children's charity.

A: That's great. Can I make a donation?

B: Of course. I have a Facebook page where you can donate online.

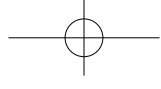
A: OK, cool. I'll do it later today. How much have you raised so far?

B: Well, so far it's \$950. So, if you donate \$50, I'll reach my target of \$1,000.

A: Oh well done! OK, \$50 is no problem.

B: Great! Thanks.

- 9.7** I suspect that every aid worker in Africa comes to a time in her career when she wants to take all the money for her project—maybe it's a school or a training program—pack it in a suitcase, get on a plane flying over the poorest villages in the country, and start throwing that money out the window. Because to a veteran aid worker, the idea of putting cold, hard cash into the hands of the poorest people on Earth doesn't sound crazy, it sounds really satisfying.



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[...] Well, why did I spend a decade doing other stuff for the poor? Honestly, I believed that I could do more good with money for the poor than the poor could do for themselves. I held two assumptions: One, that poor people are poor in part because they're uneducated and don't make good choices; two is that we then need people like me to figure out what they need and get it to them. It turns out, the evidence says otherwise.

9.8 In recent years, researchers have been studying what happens when we give poor people cash. Dozens of studies show across the board that people use cash transfers to improve their own lives. Pregnant women in Uruguay buy better food and give birth to healthier babies. Sri Lankan men invest in their businesses. Researchers who studied our work in Kenya found that people invested in a range of assets, from livestock to equipment to home improvements, and they saw increases in income from business and farming one year after the cash was sent.

9.9 One very telling study looked at a program in India that gives livestock to the so-called ultra-poor, and they found that 30 percent of recipients had turned around and sold the livestock they had been given for cash. The real irony is, for every 100 dollars' worth of assets this program gave someone, they spent another 99 dollars to do it. What if, instead, we use technology to put cash, whether from aid agencies or from any one of us directly into a poor person's hands.

9.10 Today, three in four Kenyans use mobile money, which is basically a bank account that can run on any cell phone. A sender can pay a 1.6 percent fee and with the click of a button send money directly to a recipient's account with no intermediaries.

[...] That's what we've started to do at GiveDirectly. We're the first organization dedicated to providing cash transfers to the poor. We've sent cash to 35,000 people across rural Kenya and Uganda in one-time payments of 1,000 dollars per family. So far, we've looked for the poorest people in the poorest villages, and in this part of the world, they're the ones living in homes made of mud and thatch, not cement and iron.

[...] Something that five years ago would have seemed impossible we can now do efficiently and free of corruption. The more cash we give to the poor, and the more evidence we have that it works, the more we have to reconsider everything else we give. Today, the logic behind aid is too often, well, we do at least some good.

[...] What if the logic was, will we do better than cash given directly? Organizations would have to prove that they're doing more good for the poor than the poor can do for themselves. Of course, giving cash won't create public goods like eradicating disease or building strong institutions, but it could set a higher bar for how we help individual families improve their lives.

UNIT 10

10.1 Tan Le: So Evan, choose something that you can visualize clearly in your mind.

Evan Grant: Let's do "pull."

Tan Le: Okay, so let's choose "pull." So the idea here now is that Evan needs to imagine the object coming forward into the screen, and there's a progress bar that will scroll across the screen while he's doing that. The first time, nothing will happen, because the system has no idea how he thinks about "pull." But maintain that thought for the entire duration of the eight seconds. So: one, two,

three, go. Okay. So once we accept this, the cube is live. So let's see if Evan can actually try and imagine pulling. Ah, good job! That's really amazing.

10.2 The human brain is the most complex organ in the human body. There are five main parts.

The frontal lobe is the part of our brain that helps us concentrate. We use it when we are trying to solve problems. But it's also responsible for our emotions, and so it influences our personality quite a lot.

The occipital lobe is at the back of the brain. It helps us understand things that we see, such as color, shape, and distance. It's also the part of our brain that makes us dream.

The temporal lobe is the part responsible for our long-term memory. It helps us organize information and understand language.

The cerebellum helps us balance and control our muscles. It's important for hand-eye coordination.

The parietal lobe is the part that is responsible for our pain and touch sensations. It also enables us to understand time, numbers, and to be able to spell words.

The brain is a truly amazing thing, and there's still so much that we don't know about it.

10.3 How good would you say that your hand-eye coordination is? Good? Really good? Do you wish you could improve it? Many athletes believe that simply visualizing an action can improve their coordination. But does it work? Let's find out.

Let's run our experiment on the greatest sport ever invented. Set up a waste basket, crumple up some pieces of paper, and try to make some baskets. Sometimes you miss your shot. Sometimes you make it. Here's our question: Can visualizing your throw before you take it improve your shooting?

This time, before shooting, try visualizing what it'll feel like for your arm to take the shot, and also the path that the paper will take on its way to the basket. Get set up. Do you see it? OK, then take the shot.

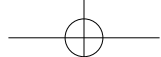
If you're playing along at home, try taking a bunch of shots. On half of them, try visualizing first. On the other half, just go ahead and shoot. Keep track of your performance. Does it really help to visualize?

There's some evidence that mental practice of this sort can actually improve some types of athletic performance. Now some of these improvements might just be due to getting yourself into a relaxed and focused state of mind. But some of them might be because visualizing actions turns out to activate some of the same brain regions produced in making the motions themselves.

10.5 The brain is incredible, and scientists are learning more and more about it every day. Did you know, for example, that your brain is able to generate power? Experts believe that it can generate enough electricity to power a light bulb.

There are also some common myths about the brain. You may have heard that we only use 10% of our brains. Well, most scientists now agree that that's not true. We use different parts of our brains for different purposes at different times. So the percentage is generally higher.

And do men have bigger brains than women? It appears so, although not by much. Men's brains are on average about 10% larger than women's. When you think about it, it makes sense. Men's bodies are generally bigger than women's.



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10.7 Up until now, our communication with machines has always been limited to conscious and direct forms. Whether it's something simple like turning on the lights with a switch, or even as complex as programming robotics, we have always had to give a command to a machine, or even a series of commands, in order for it to do something for us. Communication between people, on the other hand, is far more complex and a lot more interesting because we take into account so much more than what is explicitly expressed. We observe facial expressions, body language, and we can intuit feelings and emotions from our dialogue with one another. This actually forms a large part of our decision-making process. Our vision is to introduce this whole new realm of human interaction into human-computer interaction so that computers can understand not only what you direct it to do, but it can also respond to your facial expressions and emotional experiences. And what better way to do this than by interpreting the signals naturally produced by our brain, our center for control and experience.

10.8 So with that, I'd like to invite onstage Evan Grant, who is one of last year's speakers, who's kindly agreed to help me to demonstrate what we've been able to develop.
[...] So Evan, choose something that you can visualize clearly in your mind.

Evan Grant: Let's do "pull."

Tan Le: Okay, so let's choose "pull." So the idea here now is that Evan needs to imagine the object coming forward into the screen, and there's a progress bar that will scroll across the screen while he's doing that. The first time, nothing will happen, because the system has no idea how he thinks about "pull." But maintain that thought for the entire duration of the eight seconds. So: one, two, three, go. Okay. So once we accept this, the cube is live. So let's see if Evan can actually try and imagine pulling. Ah, good job! That's really amazing.

10.9 So I'd like to show you a few examples, because there are many possible applications for this new interface. In games and virtual worlds, for example, your facial expressions can naturally and intuitively be used to control an avatar or virtual character. Obviously, you can experience the fantasy of magic and control the world with your mind. And also, colors, lighting, sound, and effects can dynamically respond to your emotional state to heighten the experience that you're having, in real time. And moving on to some applications developed by developers and researchers around the world, with robots and simple machines, for example—in this case, flying a toy helicopter simply by thinking "lift" with your mind. The technology can also be applied to real world applications—in this example, a smart home. You know, from the user interface of the control system to opening curtains or closing curtains. And of course, also to the lighting—turning them on or off. And finally, to real life-changing applications, such as being able to control an electric wheelchair. In this example, facial expressions are mapped to the movement commands.

[Video] Man: Now blink right to go right. Now blink left to turn back left. Now smile to go straight.

TL: We really—Thank you. We are really only scratching the surface of what is possible today, and with the community's input, and also with the involvement of developers and researchers from around the world, we hope that you can help us to shape where the technology goes from here. Thank you so much.

UNIT 11

11.1 SO here is some nectar from my film. I hope you'll drink, tweet, and plant some seeds to pollinate a friendly garden. And always take time to smell the flowers, and let it fill you with beauty, and rediscover that sense of wonder. Here are some images from the film.

11.3 I love nature. I've always been a fan of nature.

I'm now lucky enough that I live in a part of the world where I'm near a beach, and near a lovely park where I enjoy cycling. I sometimes see large monitor lizards and exotic birds, and I really enjoy it.

I've been on a couple of nature holidays. My last one was in Greece. It was a Greek island called Zakynthos, which is famous for turtles. We went in June, and we were lucky enough to see the baby turtles on the beach, and we took some wonderful photographs.

I've also been to Cairns, which is in Australia, and we went snorkeling at the Great Barrier Reef, which was amazing. We saw nurse sharks, we saw jellyfish, we saw other colorful fish, and I even saw an octopus.

I would really like to visit South Africa to go on safari, to see animals in the wild, in their natural habitat. I would love to take some photographs of the lions and the giraffes. I think that would be an amazing adventure.

11.5 Many children around the world are having less contact with nature. They spend more time indoors than ever before. They lack basic knowledge of nature. What can we do about this?

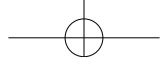
First, we as adults need to set an example for our children. Adults need to connect with nature as well. Take your kids camping. Go for a walk. Play games together in the park. When you do fun things with your kids outside, they will want to spend more time there.

And second, I'd suggest we need to look at why children are staying indoors more. They watch TV. They play on computers and other electronic devices.

My advice for parents is to set aside a few hours a week as "Turn off time." For these few hours, don't allow children to use electronic devices, and instead, encourage them to do something outside.

11.7 It's great being here at TED. You know, I think there might be some presentations that will go over my head, but the most amazing concepts are the ones that go right under my feet. The little things in life, sometimes that we forget about, like pollination, that we take for granted. And you can't tell the story about pollinators—bees, bats, hummingbirds, butterflies—without telling the story about the invention of flowers and how they co-evolved over 50 million years. I've been filming time-lapse flowers 24 hours a day, seven days a week, for over 35 years. To watch them move is a dance I'm never going to get tired of. It fills me with wonder, and it opens my heart. Beauty and seduction, I believe, is nature's tool for survival, because we will protect what we fall in love with. Their relationship is a love story that feeds the Earth. It reminds us that we are a part of nature, and we're not separate from it.

When I heard about the vanishing bees, Colony Collapse Disorder, it motivated me to take action. We depend on pollinators for over a third of the fruits and vegetables we eat. And many scientists believe it's the most serious issue facing mankind. It's like the



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canary in the coalmine. If they disappear, so do we. It reminds us that we are a part of nature and we need to take care of it.

11.8 I realized that nature had invented reproduction as a mechanism for life to move forward, as a life force that passes right through us and makes us a link in the evolution of life. Rarely seen by the naked eye, this intersection between the animal world and the plant world is truly a magic moment. It's the mystical moment where life regenerates itself, over and over again.

So here is some nectar from my film. I hope you'll drink, tweet, and plant some seeds to pollinate a friendly garden. And always take time to smell the flowers, and let it fill you with beauty, and rediscover that sense of wonder. Here are some images from the film.

[Music]

Thank you. Thank you very much.

UNIT 12

12.1 So that's really what makes this an incredible discovery. It's a dinosaur like no other. And some people told me, "Wow, this is a once-in-a-lifetime discovery. There are not many things left to discover in the world." Well, I think nothing could be further from the truth.

12.3 One of the great stories that I have is about a time that I was excavating a trade site on the coast of Egypt. The site's more than 800 years old, and we were excavating a merchant's house who had been there seasonally, who had lived there in the summers when ships came, and then he would leave. And I was brushing the doorway, and I noticed there was a doormat. And I lifted up that doormat, and what was underneath that but a wooden key! That key was over 800 years old! And I picked it up, and noticed that it had the name of the merchant written on it. Can you imagine? That merchant had been there 800 years ago, left his key, hoping to come back, and we found it. It was such a close connection with the past. It was awesome!

12.5 The Terracotta Warriors were discovered in 1974. Since then, millions of people have visited this incredible site in Xi'an, China. Scientists have learned a great deal about the Terracotta Warriors in the past few decades. The site is actually a tomb. It was built for the first emperor of China over 2,000 years ago.

The 8,000 or so sculptures are all different—no two are alike. When tourists look at them today, they see brown. But the soldiers were originally painted in bright colors. This was done to make them look more realistic. The colors have faded over time.

12.7 These dragons from deep time are incredible creatures. They're bizarre, they're beautiful, and there's very little we know about them. These thoughts were going through my head when I looked at the pages of my first dinosaur book. I was about five years old at the time, and I decided there and then that I would become a paleontologist. Paleontology allowed me to combine my love for animals with my desire to travel to far-flung corners of the world.

And now, a few years later, I've led several expeditions to the ultimate far-flung corner on this planet, the Sahara. I've worked in the Sahara because I've been on a quest to uncover new remains of a bizarre, giant predatory dinosaur called *Spinosaurus*.

A few bones of this animal have been found in the deserts of Egypt and were described about 100 years ago by a German

paleontologist. Unfortunately, all his *Spinosaurus* bones were destroyed in World War II. So all we're left with are just a few drawings and notes. From these drawings, we know that this creature, which lived about 100 million years ago, was very big, it had tall spines on its back, forming a magnificent sail, and it had long, slender jaws, a bit like a crocodile, with conical teeth, that may have been used to catch slippery prey, like fish. But that was pretty much all we knew about this animal for the next 100 years.

12.8 Finally, very recently, we were able to track down a dig site where a local fossil hunter found several bones of *Spinosaurus*. We returned to the site, we collected more bones. And so after 100 years we finally had another partial skeleton of this bizarre creature. And we were able to reconstruct it.

We now know that *Spinosaurus* had a head a little bit like a crocodile, very different from other predatory dinosaurs, very different from the *T. rex*. But the really interesting information came from the rest of the skeleton. We had long spines, the spines forming the big sail. We had leg bones, we had skull bones, we had paddle-shaped feet, wide feet—again, very unusual, no other dinosaur has feet like this—and we think they may have been used to walk on soft sediment, or maybe for paddling in the water. We also looked at the fine microstructure of the bone, the inside structure of *Spinosaurus* bones, and it turns out that they're very dense and compact. Again, this is something we see in animals that spend a lot of time in the water, it's useful for buoyancy control in the water.

We CT-scanned all of our bones and built a digital *Spinosaurus* skeleton. And when we looked at the digital skeleton, we realized that yes, this was a dinosaur unlike any other. It's bigger than a *T. rex*, and yes, the head has "fish-eating" written all over it, but really the entire skeleton has "water-loving" written all over it—dense bone, paddle-like feet, and the hind limbs are reduced in size, and again, this is something we see in animals that spend a substantial amount of time in the water.

12.9 So, as we fleshed out our *Spinosaurus*—I'm looking at muscle attachments and wrapping our dinosaur in skin—we realize that we're dealing with a river monster, a predatory dinosaur, bigger than *T. rex*, the ruler of this ancient river of giants, feeding on the many aquatic animals I showed you earlier on.

So that's really what makes this an incredible discovery. It's a dinosaur like no other. And some people told me, "Wow, this is a once-in-a-lifetime discovery. There are not many things left to discover in the world." Well, I think nothing could be further from the truth. I think the Sahara's still full of treasures, and when people tell me there are no places left to explore, I like to quote a famous dinosaur hunter, Roy Chapman Andrews, and he said, "Always, there has been an adventure just around the corner—and the world is still full of corners." That was true many decades ago when Roy Chapman Andrews wrote these lines. And it is still true today.

Thank you.

Unit 1 Quiz: Protectors

A VOCABULARY

Complete the sentences using the words in the box.

amphibians	birds	fish	insects	mammal	reptiles
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- 1 Salmon are _____ that can live in both salt water and fresh water.
- 2 A dolphin is a _____: it swims in the ocean like a fish, but it needs to come up to breathe.
- 3 The penguin and the ostrich are examples of _____ that can't fly.
- 4 I don't think _____ like ants or flies will ever be endangered. There are just so many of them!
- 5 _____ are amazing animals. They are born in water and are able to breathe under water, but then they change and live on land.
- 6 _____ like turtles and crocodiles like to sit in the sun to warm their bodies.

B GRAMMAR

Circle the correct words to complete the sentences.

- 1 Every year, monarch butterflies (**fly** / **are flying**) south for the winter.
- 2 Lions (**are coming** / **come**) from Africa.
- 3 Sadly, the number of bald eagles (**declines** / **is declining**).
- 4 (**Does** / **Is**) the Earth's temperature rising?
- 5 Why (**do** / **are**) so many animals becoming endangered?

C TED TALK

Complete the paragraph using the words in the box.

vital	ecological	creatures	greedy
-------	------------	-----------	--------

Vultures may not be the most beautiful ¹ _____, but they certainly are useful. They play an important role in the ² _____ system by eating the bodies of dead animals. Without them, diseases from the animals could spread, and nearby water sources could be polluted. Munir Virani argues that vultures are not ³ _____, heartless birds, but rather a ⁴ _____ part of the natural life cycle.

Unit 2 Quiz: Family Connections

A VOCABULARY

Complete the sentences using the words in the box.

cousins grandchild mother-in-law niece son-in-law

- 1 My brother and his wife are going on a short trip, and they asked me to watch their daughter. My _____ is three years old, so I'm going to take her to the park and maybe the zoo.
- 2 My wife sounds a lot like her mother on the phone. So sometimes when my _____ calls, I think it's my wife.
- 3 My daughter and my _____ got married two years after they met in college.
- 4 We're _____ through our mothers' sides of the family. Our mothers are sisters.
- 5 My daughter has just had a baby boy. He is my first _____.

B GRAMMAR

Write a sentence to answer each question. Use present continuous or *be going to*.

- 1 What are you doing this weekend?

- 2 What are you going to do next summer?

- 3 Where are you eating dinner tonight?

- 4 How are you going to celebrate New Year's this year?

C TED TALK

Choose the best word to complete each sentence.

- 1 A. J. Jacobs finds genealogy _____ to study.
 - a adopted
 - b ecological
 - c fascinating
- 2 He is planning the largest family _____ in history.
 - a reunion
 - b ancestor
 - c community
- 3 He believes all people have a _____ history.
 - a wealthy
 - b worried
 - c shared

Unit 3 Quiz: Global Stories

A VOCABULARY

Circle the correct words to complete the conversation.

A: Have you read *The Little Mermaid* by Hans Christian Andersen?

B: No, but I've seen the movie.

A: You have to read the original story. Some parts are the same as the movie, like the ¹(**fiction** / **setting**), but the ²(**genre** / **plot**)—what actually happens—is very different.

B: Yeah? How is it different?

A: Well, in *The Little Mermaid*, for example, the Little Mermaid dies in the end.

B: What? She's the main ³(**character** / **fan**). How could she die?

A: I guess you need to read it and find out.

B: Yeah, but I'm not really interested in ⁴(**fairy tales** / **historical fiction**). And you've just told me how it ends!

B GRAMMAR

Complete the sentences with *who*, *that*, or *where*.

- 1 Historical fiction refers to fictional stories _____ are set in the past.
- 2 A fantasy story is often about another world _____ life is very different than on earth.
- 3 Romance novels are usually about two people _____ fall in love.
- 4 Thrillers are fictional stories _____ are often about crime.
- 5 Libraries are great places _____ you can find marvelous books.

C TED TALK

Read the quotes from Ann Morgan's TED Talk. Then circle the words that mean the same as the words in **bold**.

- 1 "Well, when I asked myself this question a few years ago, I made an **alarming** discovery."
a surprising **b** dangerous
- 2 "I explained who I was, how **narrow** my reading had been, and I asked anyone ... what I might read from other parts of the planet."
a limited, not very large **b** not very interesting
- 3 "... books have an **extraordinary** power to take you out of yourself and into someone else's mindset ..."
a hidden, not obvious **b** amazing, incredible
- 4 "Discovering this ... **blind spot** in my reading came as quite a shock."
a something you do too often **b** an area you don't know very much about

Unit 4 Quiz: Music

A VOCABULARY

Complete the paragraph using the words in the box.

energized gentle heavy metal loud nostalgic

Different kinds of music can make us feel a certain way. A soft, ¹ _____ song can make us feel ² _____ about the past. A ³ _____, energetic song can make us feel ⁴ _____ and ready to go for a run. Whether it's classical music or ⁵ _____, different kinds of music affect us in different ways.

B GRAMMAR

Circle the correct words to complete the sentences.

- 1 Have you heard (these / this) song?
- 2 There will be (many / much) different musicians at the music festival.
- 3 The concert tickets cost too (many / much) money.
- 4 I only have (a few / a little) CDs.
- 5 How (many / much) musical instruments do you play?
- 6 I don't know (many / much) country music.

C TED TALK

Complete the paragraph using the words in the box.

wonder awe unprejudiced

When Daria van den Bercken first heard George Handel's piano music, she was in ¹ _____ of it. The music was beautiful and each song was so different than the others. She began playing his music at children's concerts. There she enjoyed watching the children's faces full of ² _____ at the amazing music. She admired the ³ _____ way the children enjoyed the music—they didn't care or know that the music was classical and not from the more popular music genres of today.

Unit 5 Quiz: Good Design

A VOCABULARY

Match each sentence to the design element that it refers to.

- 1

Feel this cloth. It's so smooth!
- 2

I like the red and white soccer team uniforms.
- 3

The Japanese flag has a circle in the middle of it.
- 4

The stars look so bright compared to the dark night sky.
- 5

To make a simple face, draw a curve for the mouth.
- contrast
- lines
- shape
- color
- texture

B GRAMMAR

Circle the correct words to complete the sentences.

- 1

He hung the painting (**above** / **below**) his bed.
- 2

A well-designed flag should have no words (**in** / **on**) it.
- 3

Your nose is (**in the middle** / **at the bottom**) of your face.
- 4

He didn't see much of the concert because he was standing (**behind** / **in front of**) someone tall.
- 5

Many road signs are (**in the shape of** / **at the top of**) a triangle.

C TED TALK

Read the paragraph and write each bold word next to a phrase with a similar meaning.

Roman Mars is on a **mission** to get people more interested in the designs they see all around them. He wants people to **pay attention** to these designs and think about what makes them good or bad. During his TED Talk, he **engaged** his audience with different pictures of flags as examples of good and bad design.

- 1

to get other people interested in something:
- 2

a purpose, a goal to accomplish:
- 3

to think about, concentrate on something:

Unit 6 Quiz: Inspiration

A VOCABULARY

Circle the correct words to complete the sentences.

- 1 Jarrett Krosoczka’s grandparents (**gave** / **supported**) him as a child.
- 2 My grandfather (**changed** / **encouraged**) me to become a lawyer.
- 3 My father (**showed** / **supported**) me that if you work hard, you can achieve anything.
- 4 Mahatma Gandhi has been a great (**advice** / **role model**) in my life.
- 5 My first boss (**changed** / **showed**) my life. I learned so much from her.

B GRAMMAR

Rewrite the sentences as reported speech.

- 1 “Don’t worry about what other people think.”
My dad told me _____.
- 2 “You can be anything you want to be.”
My teacher said _____.
- 3 “You need to start working harder.”
He told her _____.
- 4 “I don’t know what advice to give.”
She said that _____.

C TED TALK

Unscramble the words on the right to complete the sentences.

- 1 Jarrett Krosoczka is an author and _____.
- 2 When an author gave him a(n) _____ about his artwork, Krosoczka was inspired to draw more.
- 3 Krosoczka feels his grandparents made a(n) _____ difference in his life.

(t o t a l l i r u r s)
(p o l i c e m t n m)

(c l a s s o o l)

Unit 7 Quiz: Ethical Choices

A VOCABULARY

Circle the correct words to complete the sentences.

- 1 This store sells (fair / free) trade items—the items are hand-made in developing countries and sold to people here for a good price.
- 2 A free-range farm is one that does not (keep animals in cages / use chemicals).
- 3 Are these peaches (genetically / locally) modified? They’re so big!
- 4 I only buy (organic / sustainable) vegetables.
- 5 (Locally produced / Organic) food does not need to travel far to get to your home.

B GRAMMAR

Complete each sentence using *will* or *won’t* and the words in parentheses.

- 1 In the future, more farms _____ (probably produce) organic food.
- 2 There _____ (probably not be) enough land for growing all the food we need.
- 3 _____ people _____ (find) more ethical ways of producing meat?
- 4 The global population _____ (probably reach) 10 billion people by 2050.
- 5 What kinds of food _____ people _____ (eat) in the future?

C TED TALK

Complete the paragraph using the words in the box.

humane organs tissue slaughtering

Andras Forgacs is looking for more ¹ _____ ways to produce meat and leather. By growing animal ² _____ in a laboratory he believes we can produce meat and leather without ³ _____ any animals. It’s also thought that in the future we may be able to grow complete human ⁴ _____, such as the heart, kidney, and lungs, in a similar way.

Unit 8 Quiz: Better Cities

A VOCABULARY

Complete the conversation using the words in the box.

markets	multicultural	museums	riverfront	suburbs
---------	---------------	---------	------------	---------

- A: So, how was your trip to London?
- B: Oh, we had a great time.
- A: Yeah? What did you do?
- B: Well, I wanted to check out a few ¹ _____ because I didn't know much about London's history. That was really interesting. We had a nice walk along the ² _____, too. And on the last day we went shopping at one of the ³ _____ to pick up a few souvenirs.
- A: Sounds great.
- B: Yeah. We had some great food as well. London's such a ⁴ _____ place, you can find restaurants from all over the world there.
- A: Where did you stay?
- B: We stayed with my sister's family. They live in the ⁵ _____, but it's only a short train ride to the city.

B GRAMMAR

Put the words into the correct order to make sentences.

- 1 up / did / where / grow / you
- 2 around / get / by / town / bicycle / I
- 3 with / meeting / I'm / up / John / later
- 4 I'll / at 8:30 / you / up / pick
- 5 tonight / shall / out / we / eat

C TED TALK

Read the paragraph and write each bold word next to a phrase with a similar meaning.

Alessandra Orofino believes that cities are man's greatest **creation** of all time. **Although** there are many city problems, Orofino is trying to organize people to do something about them. These **organized efforts** are getting people to go online and share problems and solutions with one another.

- 1 in spite of:
- 2 campaigns:
- 3 invention:

Unit 9 Quiz: Giving

A VOCABULARY

Complete the sentences using the words in the box.

awareness difference fundraiser money

- 1 We donated _____ to the charity because we believed it was a good cause.
- 2 The conservation society is trying to raise _____ of endangered species.
- 3 The volunteers really felt like they were making a _____ to the lives of other people.
- 4 They held a _____ in the local community center.

B GRAMMAR

Circle the correct words to complete the conversation.

- A: ¹(I'm having / I'll have) problems with my computer right now.
- B: ²(I'm taking / I'll take) a look at it. Hmm, it ³(looks / will look) like your computer has a virus.
- ⁴(I'm fixing / I'll fix) it today if ⁵(I have / I'll have) time.
- A: Thanks. That's great.

C TED TALK

Complete the sentences using the words in the box.

dedicate invest recipients veteran

- 1 Joy Sun is a _____ aid worker. She's been working for charities for many years.
- 2 She decided to _____ her career to helping poor people around the world.
- 3 She would like to see more money given directly to the _____ of aid.
- 4 She believes that if poor people are given cash, they usually _____ it wisely.

Unit 10 Quiz: Mind and Machine

A VOCABULARY

Complete the sentences using the words in the box.

balance concentration dreams emotions memory

- 1 The temporal lobe of the brain is responsible for _____, such as happiness and anger.
- 2 The strong wind affected his _____ and he fell off the bike.
- 3 His _____ is terrible. He always forgets my birthday.
- 4 I can never remember my _____ when I wake up in the morning.
- 5 It can take a lot of _____ to study when there's loud music or lots of people talking around you.

B GRAMMAR

Circle the most logical option to complete the sentences.

- 1 Your brain continues making new connections (**a day** / **until around age 40**).
- 2 Children learn new things (**luckily** / **quickly**).
- 3 (**Hopefully** / **Sadly**), some people are born with brain problems.
- 4 It's been raining (**correctly** / **steadily**) for hours.
- 5 (**Amazingly** / **Unfortunately**), our brains can tell the difference between different languages when we are very young.

C TED TALK

Complete the paragraph using the words in the box.

applications interface virtual visualize

Tan Le has developed a new computer ¹_____ that works with a hi-tech headset. The headset reads a person's brainwaves. When a person wears the headset, they can look at an object on the computer screen and ²_____ the object moving. Moments later, the ³_____ object actually does move. There are many ⁴_____ of this technology, such as helping people with disabilities, improving video games, and driving cars.

Unit 11 Quiz: Nature

A VOCABULARY

Circle the correct words to complete the sentences.

- 1 It took us all day to (camp / climb) the mountain.
- 2 When we went inside the (cave / island), it was completely dark.
- 3 Bees are very important because they help (hike / pollinate) plants.
- 4 As we walked through the (forest / volcano) we saw different kinds of plants and animals.
- 5 Flowers (attract / disappear) bees and other creatures with their bright colors and sweet smells.

B GRAMMAR

Put the words into the correct order to make sentences.

- 1 hasn't / the / seen / waterfall / Sarah _____
- 2 never / I've / ocean / been / the / to _____
- 3 a / you / ridden / ever / have / horse _____
- 4 Africa / we've / twice / to / been _____
- 5 today / haven't / outside / I / been _____

C TED TALK

Complete the quotes from Louie Schwartzberg's TED Talk using the phrases in the box.

coevolved take care of time-lapse

- 1 "I've been filming _____ flowers 24 hours a day, seven days a week, for over 35 years."
- 2 "And you can't tell the story about pollinators ... without telling the story about the invention of flowers and how they _____ over 50 million years."
- 3 "... we are a part of nature and we need to _____ it."

Unit 12 Quiz: Discovery

A VOCABULARY

Circle the correct words to complete the sentences.

- 1 The (fossils / ruins) of a castle were found at the top of a mountain.
- 2 Dinosaur (fossils / tombs) have been found around the world.
- 3 Many valuable (artifacts / ruins) were buried together with the king.
- 4 The archeologists (discovered / excavated) the site very slowly and carefully.
- 5 It was (discovered / inspected) that the coins came from ancient Rome.

B GRAMMAR

Complete the sentences with the passive form of a verb in the box.

draw	find	give	kill	write
------	------	------	------	-------

- 1 Nizar Ibrahim _____ a book about dinosaurs when he was five years old.
- 2 The largest dinosaur bone _____ in the Kem Kem region of southeastern Morocco.
- 3 Scientists believe the Voynich manuscript _____ in the early 15th century.
- 4 The people of Pompeii _____ by ash from a volcano.
- 5 Ancient pictures _____ on the cave walls by people thousands of years ago.

C TED TALK

Unscramble the words on the right to complete the sentences.

- 1 *Spinosaurus* was a _____ creature.
- 2 The _____ of *Spinosaurus* were found in Africa.
- 3 Nizar Ibrahim traveled all over the world on his _____ to find *Spinosaurus*.

(z i r e a r b)
(m e n s a i r)
(e q t s u)

Unit Quizzes Answer Key

UNIT 1

A VOCABULARY

1. fish; 2. mammal; 3. birds; 4. insects; 5. Amphibians;
6. Reptiles

B GRAMMAR

1. fly; 2. come; 3. is declining; 4. Is; 5. are

C TED TALK

1. creatures; 2. ecological; 3. greedy; 4. vital

UNIT 2

A VOCABULARY

1. niece; 2. mother-in-law; 3. son-in-law; 4. cousins;
5. grandchild

B GRAMMAR

- 1-4. Answers will vary.

C TED TALK

1. c; 2. a; 3. c

UNIT 3

A VOCABULARY

1. setting; 2. plot; 3. character; 4. fairy tales

B GRAMMAR

1. that; 2. where; 3. who/that; 4. that; 5. where

C TED TALK

1. a; 2. a; 3. b; 4. b

UNIT 4

A VOCABULARY

1. gentle; 2. nostalgic; 3. loud; 4. energized; 5. heavy metal

B GRAMMAR

1. this; 2. many; 3. much; 4. a few; 5. many; 6. much

C TED TALK

1. awe; 2. wonder; 3. unprejudiced

UNIT 5

A VOCABULARY

1. texture; 2. color; 3. shape; 4. contrast; 5. lines

B GRAMMAR

1. above; 2. on; 3. in the middle; 4. behind; 5. in the shape of

C TED TALK

1. engage; 2. mission; 3. pay attention

UNIT 6

A VOCABULARY

1. supported; 2. encouraged; 3. showed; 4. role model;
5. changed

B GRAMMAR

1. not to worry about what other people thought.;
2. that I could be anything I wanted to be.;
3. that she needed to start working harder.;
4. she didn't know what advice to give.

C TED TALK

1. illustrator; 2. compliment; 3. colossal

UNIT 7

A VOCABULARY

1. fair; 2. keep animals in cages; 3. genetically; 4. organic;
5. Locally produced

B GRAMMAR

1. will probably produce; 2. probably won't be; 3. Will; find;
4. will probably reach; 5. will; eat

C TED TALK

1. humane; 2. tissue; 3. slaughtering; 4. organs

UNIT 8

A VOCABULARY

1. museums; 2. riverfront; 3. markets; 4. multicultural;
5. suburbs

B GRAMMAR

1. Where did you grow up?; 2. I get around town by bicycle.;
3. I'm meeting up with John later.; 4. I'll pick you up at 8:30.;
5. Shall we eat out tonight?

C TED TALK

1. although; 2. organized efforts; 3. creation

UNIT 9

A VOCABULARY

1. money; 2. awareness; 3. difference; 4. fundraiser

B GRAMMAR

1. I'm having; 2. I'll take; 3. looks; 4. I'll fix; 5. I have

C TED TALK

1. veteran; 2. dedicate; 3. recipients; 4. invest

UNIT 10

A VOCABULARY

1. emotions; 2. balance; 3. memory; 4. dreams;
5. concentration

B GRAMMAR

1. until around age 40; 2. quickly; 3. Sadly; 4. steadily;
5. Amazingly

C TED TALK

1. interface; 2. visualize; 3. virtual; 4. applications

UNIT 11

A VOCABULARY

1. climb; 2. cave; 3. pollinate; 4. forest; 5. attract

B GRAMMAR

1. Sarah hasn't seen the waterfall.; 2. I've never been to the
ocean.; 3. Have you ever ridden a horse?; 4. We've been to
Africa twice.; 5. I haven't been outside today.

C TED TALK

1. time-lapse; 2. coevolved; 3. take care of

UNIT 12

A VOCABULARY

1. ruins; 2. fossils; 3. artifacts; 4. excavated; 5. discovered

B GRAMMAR

1. was given; 2. was found; 3. was written; 4. were killed;
5. were drawn.

C TED TALK

1. bizarre; 2. remains; 3. quest