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Scope and Sequence

UNIT	LESSON A		LESSON B	
	VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
 <p>1 Making a Difference</p>	Collocations to describe giving help	Inspiring dreams <i>Peter Draw, artist</i>	Function Talking about present and past actions Grammar Review of present and past tenses	Talking about ways to help
 <p>2 Trends</p>	Collocations to describe trends	Analyzing trends <i>Tara Hirebet, trend expert</i>	Function Talking about future trends Grammar Review of future tenses: <i>will and going to</i>	Describing future trends
 <p>3 Improving Lives</p>	Healthcare	My health routine <i>Kate Chong, sports enthusiast</i>	Function Talking about cause and effect Grammar Conjunctions for cause and effect	Talking about healthcare tech
PRESENTATION 1 Talking about how you can make a difference				
 <p>4 Designing the Web</p>	Website features	Designing websites <i>Carrie Cousins, web designer</i>	Function Comparing products and services Grammar Comparatives and superlatives, <i>(not) as ... as, (very) different from ... , ... the same as ...</i>	Making decisions based on user reviews
 <p>5 Community Builders</p>	Words for talking about communities	Creating green spaces <i>Martín Andrade, entrepreneur</i>	Function Talking about how places have changed Grammar The passive voice	Describing changes in my community
 <p>6 Clear Communication</p>	Communication collocations	Communication styles <i>Neil Anderson, teacher trainer</i>	Function Talking about communication preferences Grammar Verb patterns with <i>-ing</i> and infinitive	Communication methods

PRESENTATION 2 Suggesting a way to improve communication among residents and strengthen the sense of community in your neighborhood

LESSON C

LESSON D

	TED TALK	PRESENTATION SKILLS	COMMUNICATING	GROUP WORK
	A LIFE LESSON FROM A VOLUNTEER FIREFIGHTER <i>Mark Bezos</i>	Helping your audience visualize	People who have made a difference	Ways to make a difference
	HOW TO START A MOVEMENT <i>Derek Sivers</i>	Commenting on visuals	Consumer trends	Fashion trends on campus
	MY SIMPLE INVENTION, DESIGNED TO KEEP MY GRANDFATHER SAFE <i>Kenneth Shinozuka</i>	Opening with interesting facts	Innovative healthcare solutions	Designing an advertisement
	HOW GIANT WEBSITES DESIGN FOR YOU (AND A BILLION OTHERS, TOO) <i>Margaret Gould Stewart</i>	Asking the audience questions	Improving user experiences	Android vs. iOS
	HOW PAINTING CAN TRANSFORM COMMUNITIES <i>Haas and Hahn</i>	Ending with a hope for the future	A neighborhood survey	Planning for school improvement
	TALK NERDY TO ME <i>Melissa Marshall</i>	Engaging with your audience	Explaining a topic of interest	Describing appearance and character

Scope and Sequence

UNIT	LESSON A		LESSON B	
	VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
 7 Identity	Words for talking about identity	Multicultural experiences <i>Janice Reis Lodge, manager</i>	Function Talking about ongoing actions and events Grammar Present perfect progressive	Talking about living abroad
 8 Transportation Solutions	Transportation collocations	An unusual commute <i>Cyril Burguiere, SUP enthusiast</i>	Function Making predictions Grammar <i>will and might</i>	Changes in global travel
 9 New Words	Words for talking about language	Collecting words <i>Charles Browne, English professor</i>	Function Talking about changes Grammar <i>used to</i>	Talking about changes in meaning
PRESENTATION 3 Describing someone you know				
 10 Understanding Emotions	Feelings	Dealing with emotions <i>Craig Albrightson, guidance counselor</i>	Function Reporting other people's speech and thoughts Grammar Reported speech	Talking about EQ in jobs
 11 Leaders and Thinkers	Collocations for talking about doing business	Starting a business <i>Priscilla Shunmugam, fashion designer</i>	Function Talking about obligation and giving advice Grammar Modals of necessity	Interview with a CEO
 12 Well-being	Words for describing health and well-being	What your brain does when you sleep <i>Jeffrey Iliff, neuroscientist</i>	Function Talking about imaginary situations Grammar Second conditional	Describing your ideal lifestyle
PRESENTATION 4 Recommending a way to achieve better work-life balance				

LESSON C

LESSON D

	TED TALK	PRESENTATION SKILLS	COMMUNICATING	GROUP WORK
	WHERE IS HOME? <i>Pico Iyer</i>	Using stories to personalize your message	A survey on identity	Global migration
	A SKATEBOARD, WITH A BOOST <i>Sanjay Dastoor</i>	Signposting	Inventing a transportation device	Deciding on an investment
	WHAT MAKES A WORD "REAL"? <i>Anne Curzan</i>	Closing the loop	Guessing meanings	Most popular words

	THIS APP KNOWS HOW YOU FEEL <i>Rana el Kaliouby</i>	Giving a demonstration	Applications of emotion-sensing technology	Emotion-sensing technology
	LIFE AT 30,000 FEET <i>Richard Branson</i>	Quoting people	My business philosophy	Running for chairperson of the Student Union
	HOW TO SUCCEED? GET MORE SLEEP <i>Arianna Huffington</i>	Using humor	Debate on work-life balance	Increasing productivity at school

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.

4A Technology and design

VOCABULARY Describing website features

A Complete the labels using the words in the box. Then listen and check your answers.

search rate browse button review log in download page

This is the website's home page.

Use the search button to look for posts you're interested in.

Enter your user name and password to login.

Click on the "share" button to send the link to someone else.

You can download the page by clicking on this icon.

Click on one of these icons to share the posts.

You can read the posts.

Click to read the posts of a user.

B Complete the sentences. Circle the correct words.

- 1 McDonald's golden arches and Starbucks's mermaid are examples of famous logos buttons.
- 2 A lot of people go online to write downloads reviews of the products they buy.
- 3 Customers usually rate log in a product based on price and how user-friendly it is.
- 4 It's easy to look for information by downloading browsing the Web.

C Work with a partner. What kinds of apps do you usually download? Have you ever written an online review? Answers will vary.

I usually download news apps. I like to keep up with current events.

I prefer downloading gaming apps. My favorite is...

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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.

4A Technology and design

VOCABULARY Describing website features

A Complete the labels using the words in the box. Then listen and check your answers.

search rate browse button review log in download logo

B Complete the sentences. Circle the correct words.

- McDonald's golden arches and Starbucks's mermaid are examples of famous **logos** **buttons**.
- A lot of people go online to write **downloads** **reviews** of the products they buy.
- Customers usually **rate** **log in** a product based on price and how user-friendly it is.
- It's easy to look for information by **downloading** **browsing** the Web.

C Work with a partner. What kinds of apps do you usually download? Have you ever written an online review? *Answers will vary.*

I usually download news apps. I like to keep up with current events.

I prefer downloading gaming apps. My favorite is ...

LISTENING

Designing websites

Stating your points
Here are some commonly used phrases for listing points.
First/Second, ... Also, ... One other thing is ...

A Watch web designer Carrie Cousins talk about the work she does. How does she define "user experience"? Discuss with a partner. *It's how a person feels when using a website.*

B Watch Cousins talk about the things she focuses on when designing a website. Match them to their explanations.

- functionality The content is nice to look at.
- readability The website solves a user problem.
- usability The website is easy to navigate.

C CRITICAL THINKING *Answers will vary.*
Evaluating Work with a partner. What other things do you think are important to consider when designing a website? Why?

SPEAKING **Talking about making decisions**

A Listen to the conversation and fill in the blanks with what you've heard.

A: Hey, is that a new tablet? I didn't know you had one.
B: Yeah, I looked around and finally decided on this one.
A: It looks great. How did you decide which one to get?
B: Well, I checked out the company's website, and watched their promotional videos. I also read a lot of reviews online.
A: Did you compare prices?
B: Yeah, this model is the best, I think. It's not the most expensive, and it has pretty good features for the price.
A: What do you like most about it?
B: The size. It's smaller than standard tablets, so I can easily carry it around.

B Listen to the conversation again and mark the words or phrases with \uparrow for a rising tone (↑) or \downarrow for a falling tone (↓), and \rightarrow for a liaison (→). Then imitate the conversation with the right pronunciation and intonation.

C Work with a partner. Think of something you bought recently and describe your experience. Use the expressions in blue above to help you. *Answers will vary.*

I bought a new pair of earphones over the weekend.

How did you decide which ones to get?

Listening sections feature audio and video interviews with real people from around the world, including artists, entrepreneurs, web designers, and guidance counselors.

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

4B User experience

LANGUAGE FOCUS Discussing the influence of user reviews

A Read the information. How often do you buy something online? How important are user reviews to you? *Answers will vary.*

C Listen to the conversation. What do the speakers decide to do? Discuss with a partner. *They decide to go to the restaurant and check it out.*

C Listen to the conversation in B again and fill in the missing blanks.

- The woman is more confident than the man about the reliability of online reviews.
- The man thinks that checking out the restaurant in person is better than reading online reviews.

D Listen to the following statements. Circle T for true or F for false.

- Not many customers like to read online reviews in order to make a decision. **T** **F**
- People found customer reviews are more reliable than the advertisement. **T** **F**
- The customer reviews have not much influence on businesses. **T** **F**
- Consumers like to compare prices of the same goods offered by different businesses. **T** **F**

SPEAKING **Making decisions based on user reviews**
Answers will vary.

A Read and study the language in the chart. Pay attention to the use of making comparisons.

Comparing products and services

I think ... is easier than ...
I think it's much more efficient to ... than ... and I prefer ...
Many consumers search online for the best product available before buying. Some ... are just as expensive as ... these days, so ...
... these days, people use their phones in very different ways from just ten years ago. ... today have pretty much the same functions as ... but the price of ...

B Work with a partner. You are planning to buy a virtual reality headset. Turn to page 132 and read the reviews of two products. Discuss the following questions.

- What features do you think are most important? Why do you think so?
- How do the products compare in terms of the features you're looking for?

C Decide which product you want to buy. Describe the product you chose and give reasons for your choice. Try to make some comparisons.

I chose number 1. It's lighter and cheaper, so ...

Having a lot of features is good, but the price ...

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.

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.

4C How giant websites design for you (a billion others, too)

TED TALKS
MARGARET GOULD STEWART has spent her career asking the question: "How do we design user experiences that change the world?" She has had experiences for some of the most visited websites in the world, including YouTube and Facebook. The wide reach of these websites means Stewart has had to deal with unprecedented challenges and costs. Margaret Gould Stewart's idea worth spreading is that designing at a **global scale** requires both the **audacity** to believe your product is for the whole world, and the **humility** to understand that your audience is more important than you as a designer.

PREVIEWING
Read the paragraphs above. Match each **bold** word to its meaning in the TED Talk.

- the quality of not being proud
- confidence or courage to take risks
- the size or level of something
- things that limit what you can do
- not done before or hasn't happened in the past

VIEWING

A Watch Part 1 of the TED Talk. Check (✓) the statements Margaret Gould Stewart mentions.

- Designers need to believe that their products are so good that they will succeed.
- Users differ greatly in the kinds of things they want.
- Designers must understand that their work may have a global impact.
- There are no fixed ways of doing things or guaranteeing success.

TED TALKS

B Watch Part 2 of the TED Talk. Which of the following describes the lesson learned from designing the Facebook "Like" button?

- When you are designing on a huge scale, every detail—no matter how small it seems—is important.
- It's necessary to spend a lot of time and effort redesigning elements many times in order to make sure that the overall design fits the brand image.
- The smallest design details are the most important to get the best designers to agree with.
- People who design at scale need to design for low-end cell phone users, should try using their products in real life, and should find ways to cut costs.

C Watch Part 3 of the TED Talk. Complete the sentences.

People who design at scale _____

- need to design for low-end cell phone users.
- should try using their products in real life.
- should find ways to cut costs.

D CRITICAL THINKING Answers will vary. Infer: Margaret Gould Stewart of Facebook says that you have to design for where people are, and not where you are.



VOCABULARY IN CONTEXT

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

B Complete the sentences. Circle the correct words.

- Designers can **get their heads around** keep in touch with clients via email or social media.
- Great designs are **(timeless)** out of sync—they last forever.
- Designers for huge websites should always **keep in mind** get their heads around that change needs to be managed carefully.
- It can be difficult to **get your head around** keep in mind complicated computer terms unless they're explained simply.
- I haven't done any design work in a while. I think I'm **out of sync** keeping in touch with the latest trends in design.

PRESENTATION SKILLS Asking the audience questions

A Ask your audience questions to keep them engaged and to encourage them to think about the topic. Questions sometimes begin with So or Now.

B Watch part of Margaret Gould Stewart's TED Talk. Complete the questions she uses in her talk.

- "What do you think of when I say the word 'design'?"
- "Now, why would we spend so much time on something so small?"
- "So how do we keep this low, low profile in mind?"
- "So what does it mean to design at a global scale?"

B Work with a partner. Take turns explaining the steps for doing something. Practice using questions in your explanation.

Do you often receive spam? Here's how you can prevent ...



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.

4D Making suggestions

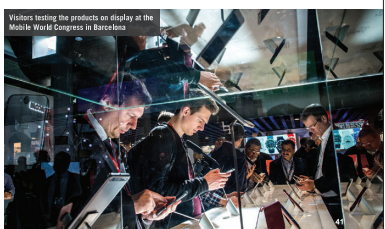
COMMUNICATING Improving user experiences. Answers will vary.

A Work in groups. Think of a website you've used that could be better designed. Brainstorm ways to improve the design to create a better user experience. Consider the following questions. What's good about the website? _____
What doesn't work so well? Why? _____
How can it be redesigned to make it better for people to use? _____

B Describe the website your group chose to the class and suggest ways it can be improved.

Describing user experience
The website is not very user-friendly. ... It's easy/difficult to navigate. ...
It has a simple/complicated design. ... The organization of the website is confusing. ...

The website has a cool design, but it's difficult to find. ...
Having fewer icons on the page would make the website ...



GROUP WORK Android vs. iOS. Answers will vary.

A Work in groups. Talk about the features of the two cellphone operating systems by answering the following questions:
Which cellphone operating system are you using now, Android or iOS? Why?
Are there any problems in your operating system?

B Compare the two cellphone operating systems and fill in the form. Check (✓) the user experiences that you have, and write down your suggestions for improvement.

		User experience	Suggestions for improvement
Apps available	Android	_____	_____
	iOS	_____	_____
Stability of Apps	Android	Stable () Unstable ()	_____
	iOS	Stable () Unstable ()	_____
Speed	Android	Quick () Slow ()	_____
	iOS	Quick () Slow ()	_____
Software upgrades	Android	+Easy () -Easy ()	_____
	iOS	+Easy () -Easy ()	_____
Reviews or opinions	Android	_____	_____
	iOS	_____	_____

C Share your reviews / opinions with your group members. Present your suggestions to the class.

A **project-based task** encourages learners to develop communicative and teamwork skills through their active exploration and demonstrating of what they have acquired in the unit.

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

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

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

YOUR TURN *Answers will vary.*

A You are going to plan and give a short presentation about how you can make a difference, about what you want to do, and make notes in the box below.

How I can make a difference

Why I think it can help

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

Useful phrases

Beginning: It's great to be here today.
Did you know that...?
I'm going to... / I'd like to...
Commenting on visuals: This picture shows...
Concluding: Here's a picture of...
So, in conclusion...
I encourage you to...
Thanks for listening!

C Work with a partner. Take turns giving your presentation using your notes. Use some of presentation skills from Units 1-3. As you listen, check (✓) each skill your partner uses.

The speaker ...

- helps the audience visualize by
 - + doing a demonstration
 - + giving interesting facts
 - + telling a story
 - + using visuals
- comments on visuals
- opens with an interesting fact

D Give your partner some feedback on their talk. Include at least two things you liked and one thing that could be improved.

That was a great presentation. You gave interesting facts and included beautiful pictures. Maybe you could talk a bit more about the pictures.

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Presentation 1 Talking about how you can make a difference

MODEL PRESENTATION

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

finished	because	going to tell	will make
did you know	so	spent	ends up

Hi, I'm Lori. It's nice to be here today. I finished that in the Pacific Ocean, there's a huge body of plastic trash floating around that's twice the size of Texas! We have a really big problem with trash in the world. Today, I'm going to tell you about what I do to help and how you can get involved, too.

A lot of trash ends up on the beach, in rivers, or in the sea. All this trash harms humans and wildlife. Because it pollutes our environment and poisons our food sources, I live near the sea, so I decided to volunteer for a beach cleanup a few Sundays ago. There were about 20 of us. We had our own buckets and gloves, and we spent a couple of hours picking up all the trash. Here's a picture of the trash we collected. And this picture shows how the beach looked when we finished. Seeing the clean beach at the end was really satisfying. It was fun, too, and I made some new friends.

So, that's how I help. I can only play a small role, of course, but when lots of people join in, it makes a big difference. I encourage you to try a clean-up. It's fun, easy to do, and worthwhile. And you will make new friends, too. Thanks for listening.

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 (✓) them as you watch again. Then compare with a partner.

The speaker ...

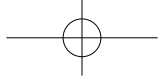
- helps the audience visualize by
 - + doing a demonstration
 - + giving interesting facts
 - + telling a story
 - + using visuals
- comments on visuals
- opens with an interesting fact

D Do you remember the way Lori draws attention to the visuals? Complete the sentences below. Then watch and check. Notice her gestures.

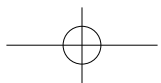
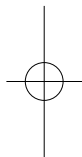
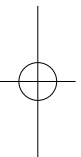
"Here's a picture" of the trash we collected. And this picture shows how the beach looked when we finished."

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



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1 Making a Difference

“Not every day is going to offer us a chance to save someone’s life, but every day offers us an opportunity to affect one.”

Mark Bezos
Volunteer firefighter, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about how people can make a difference.
- watch a TED Talk about a life lesson from a volunteer firefighter.
- give advice on how to make a difference.

WARM UP



▶ 1.1 Watch part of Mark Bezos’s TED Talk. Answer the questions with a partner.

- 1 What situation is Bezos describing? What was he asked to do? **He was asked to get a woman a pair of shoes.**
- 2 Look through the unit. What are some ways we can help people? **Answers will vary.**

UNIT GOALS

The unit focuses on making a difference in the lives of others. Students talk, listen, and watch about different ways to make a meaningful impact on the people around us. By the end of the unit, students will realize that all acts of kindness, courage, and generosity matter even though they may be small and seemingly insignificant.

TED Speaker

Mark Bezos is a former advertising executive who now works for a charity fighting poverty in New York City. He also volunteers as a firefighter in the suburbs where he lives with his family.

TED Talk Summary

Working as a volunteer firefighter and assisting professionals who put out fires, Bezos has learned how small helpful acts can make a difference in the lives of others.

Idea Worth Spreading

Every act of generosity matters—even small ones.

1

Making a Difference

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

To *save someone’s life* means to prevent a person from dying.

To *affect* something or someone means to have an impact. Note that *affect* is the verb, while *effect* is the noun.

▶ 1.1 Play the preview clip of the TED Talk.

For question 1, ask students to share what words were clues to understanding the situation. Note that Bezos says: *captain, go into, past the fire.*

For question 2, give students enough time to look through the unit in pairs. Then have the class brainstorm a list of examples to write on the board.

Possibilities include: *take care of someone, repair/fix something, run an errand, explain something, give advice, listen to someone, cook a meal, teach a skill, donate things you don’t need and show appreciation.*

Content Note

A *volunteer firefighter* works as support during an emergency. The position is common in many local fire stations in the United States. Volunteers are not usually paid for their work, or they only receive a small amount of compensation.

➔ **EXTENSION ACTIVITY** Have students discuss with a partner about being a volunteer firefighter. Ask them to explain what is appealing or not appealing about the position. Tell students to also share if they know any volunteer firefighters.

1A

Everyday heroes

LESSON OVERVIEW

Aims: Learn phrases for talking about helping others; listen to someone talk about how his work makes a difference; practice talking about helping others

Target Vocabulary: be there for, help out at, inspire, make a difference, make an impact on, take care of



Volunteers unloading food supplies in Yogyakarta, Indonesia

1A Everyday heroes

VOCABULARY

A Have students work individually to complete the sentences.

▶ **1.2** Play the audio and check answers as a class.

Elicit each vocabulary word and write it on the board. Explain the meaning and elicit example sentences for each.

B Read the questions aloud as students read along. Tell students to think about the ways they talked about helping others in the **Warm Up**.

Model the example conversation with a volunteer. If necessary, model a conversation for questions 2 and 3. Some ideas include:

2. *My dad caught a cold last week. I made him soup.*
3. *My neighbor helps to take care of all the older people in our neighborhood. She really inspires me.*

Ask for volunteers to share what they talked about for each question.

VOCABULARY Giving help



A ▶ **1.2** Complete the sentences. Circle the most suitable words. Then listen and check your answers.

- 1 Even small acts of kindness can (**take care of** / **make a difference to**) people's lives.
- 2 When friends go through difficult times, it's important to (**be there for** / **make an impact on**) them.
- 3 The work of great people, like Nelson Mandela, (**helps out** / **makes an impact on**) millions of people's lives.
- 4 Doctors and nurses (**inspire** / **take care of**) sick and injured people.
- 5 Scientists can (**be there for** / **inspire**) positive changes in the world through their work.
- 6 Charities often need volunteers to (**help out at** / **inspire**) their events.

B Work with a partner. Discuss these questions. *Answers will vary.*

- 1 What are some jobs or professions in which people help others? What do they involve? Would you like to do any of them?
- 2 When was the last time you helped take care of someone? What did you do?
- 3 Is there someone who inspires or has inspired you?

One job in which people help others is ...

I would be interested in being a(n) ... because ...

2

Language Note

When you *make a difference*, you change something in a positive way.

You can *help out* in many different ways. You can help a friend out or help out at a charity by volunteering your time.

To *take care of* someone usually refers to aiding a person in some way (for example, when they're sick).

To *be there for* someone means to be available to them in times of trouble.

➔ **EXTENSION ACTIVITY** Have students work in small groups to brainstorm examples of ways to help someone out, take care of someone, or be there for someone. Have groups share their ideas with the class. Make it a competition to see which group can come up with the most ideas. Note that students' ideas should be different from the ones mentioned in **Warm Up**.

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LISTENING Inspiring dreams

Expressing beliefs and wishes

Here are some common expressions we can use to talk about our wishes.

I hope to ... *I want to ...* *It's my dream to ...*
I've been wanting to ... *I've always dreamed of ...*



- A** ▶ **1.3** Watch artist Peter Draw talk about his work. What are some of the ways he affects people's lives?

- He teaches art to children.
 He designs homes for people.
 He raises money for sick children.
 He uses art to help disaster survivors.

- B** ▶ **1.3** Watch again. Complete the information about the lessons Peter Draw has learned.

- 1 It's important to work hard and never give up.
2 Every little thing we do can make a difference.
3 Don't wait to pursue your dreams.

C CRITICAL THINKING

Reflecting How does Peter Draw feel his work is helping to make a difference in the world? *Answers will vary.*



Artist Peter Draw with a student in Fukushima, Japan

SPEAKING Talking about helping people



- A** ▶ **1.4** Listen to the conversation and fill in the blanks with what you've heard.

A: Do people often ask you for help?

B: Yeah, sometimes. People usually ¹ ask me to repair things, because I'm good at it.

A: So ² have you helped anyone recently?

B: Yeah, my brother. He needed help with his bicycle because the wheel was damaged.

A: ³ When was that ?

B: It was last month.

A: And ⁴ how did it go ?

B: I replaced the wheel for him, and he was really happy!

- B** ▶ **1.4** Listen to the conversation again and mark the words or phrases with ↗ for a rising tone (升调), ↘ for a falling tone (降调), and — for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

- C** ▶ **1.4** Work with a partner. Talk about some ways you have helped other people. Use the expressions in blue above to help you. *Answers will vary.*

3

- ➕ **SUPPORT** Remind students to use the vocabulary words to discuss the impact Peter Draw is making.

SPEAKING

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

- ▶ **1.4** Play the audio. Have students do the exercise individually. Then check answers as a class.

Point out the question: *And how did it go?* Explain that this is a useful follow-up question after someone tells you about something they recently tried.

- B** Play the audio again. Ask students to practice the conversation, paying attention to the pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check the answers as a class.

- C** Give students time to think about what they want to say. Encourage them to write notes for their discussions. Model the example with a volunteer.

- ➕ **SUPPORT** Elicit some possible reactions. Write them on the board. Suggestions include:

Wow! That's great.

How did it go?

That was nice of you.

- ➡ **EXTENSION ACTIVITY** Have students work individually to expand on the discussion in **C** in writing. Ask them to write the story of how they helped someone recently. Tell them to describe the situation, explain what they did, and talk about their feelings about helping that person.

LISTENING

Read the phrases in **Expressing beliefs and wishes** aloud as students read along. Elicit some phrases that students already know to talk about beliefs (for example, *I think ..., I feel ...*). Note that the phrases in the box are useful for talking about something you hope happens in the future.

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

- ▶ **1.3** Play the video. Have students do the exercise individually.

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

- ▶ **1.3** Play the video. Then check answers as a class. Have students do the exercise individually.

- ★ **CHALLENGE** Have students guess the answer based on their first viewing.

- C** **CRITICAL THINKING** Note that Peter Draw believes that drawing pictures encourages kids to have dreams and believe in themselves. He also believes that children can spread love to others through drawing pictures.

1B

Making an impact

LESSON OVERVIEW

Aims: Understand an infographic about ways to help others; use the simple and progressive forms of the present and past tenses, along with the present perfect tense; ask and answer questions about helping

Infographic Summary: Students are introduced to ten simple ways to reach out and help others, from lending an ear, to taking a walk together, to sharing inspiring stories.

LANGUAGE FOCUS

A Have students look over the infographic.

Point out that there are ten actions introduced in the infographic. Ask students to raise their hands if they do some of them regularly. Elicit ideas and examples for how to do each.

B Elicit the meaning of *elderly couple*. Tell students they are going to listen to two friends talking about helping someone.

▶ 1.5 Play the audio. Elicit the answer to the question.

Elicit answers to more detailed questions about the audio. Ask the following:

Where was the speaker when he saw someone get help? (at the grocery store)

How did the elderly couple feel at first when someone helped them? (surprised, reluctant, embarrassed)

1B Making an impact

LANGUAGE FOCUS Discussing ways to contribute

A Read the information. Give some examples of how you can do these things.

10 ways you can make a difference

Sometimes, small actions can have a big impact on someone else's life. Here are some ways we can help people around us.



B ▶ 1.5 Listen to the conversation. What did the woman at the grocery store do to help the elderly couple? *Answers will vary.*

C ▶ 1.5 Listen to the conversation in **B** again. Complete the sentences from the conversation.

- I was standing in line, and there were a few people in front of me.
- An elderly couple was at the front of the line, and they seemed to have problems paying.
- A woman asked the cashier to put the amount on her bill instead.
- The elderly couple was pretty surprised at first, and didn't want to take her money.
- But the woman insisted, so they accepted her help.

4

C Have students preview the task.

▶ 1.5 Play the audio again, pausing after each sentence so that students can fill in the blanks. Check answers as a class. Make sure students understand that the story is being told in the past tense.

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D ▶ **1.6** Listen to the following statements. Circle T for true or F for false.

- In 2010, 12-year-old Blare Gooch was writing a school report about the Haiti earthquake. T F
- Blare kept thinking about the earthquake, and he decided to help in some way. T F
- Blare collected 2,500 teddy bears and sent them to the children in Haiti. T F
- According to Blare, the young people can also make a difference in the world. T F



Blare Gooch with all the bears he has collected

SPEAKING Talking about ways to help

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

Different ways to give help

Peter Draw **uses** art to make a difference in people's lives.
I'm **making** dolls to sell at a charity fair.
Many scientists **are working** to make the world a better place.

The volunteers **cleaned up** the beach.
I helped an injured cat when I **was volunteering** at an animal shelter.
The nurses **were talking** to my grandfather when I visited him at the hospital.

The Internet **has changed** the way we help people in need.
Governments around the world **have signed** an agreement to fight climate change.

For more information on **present and past tenses**, see Grammar Summary 1 on pages 151–152.

B Then look at the infographic on page 4 and discuss these questions. Try to use **present and past tenses** in your discussion. *Answers will vary.*

- Which ideas would you like to try? Why?
- Which ideas do you think are the most helpful?
- Can you think of other ideas to add to the list?
- Have you helped anyone recently? When was it? How did it go?

I want to recycle trash. It's important for everyone to help make our environment better.

I think showing more appreciation to people around you can make a big difference in people's lives.

5

D ▶ **1.6** Play the audio twice. Have students do the exercise individually and then check the answers. Point out that the first sentence is in present tense because it is a general statement.

Content Note

Blare Gooch was 12 years old when he started Blare's Bears in 2010. In 2010, he actually collected 50,000 teddy bears, of which 25,000 were sent to Haiti. The rest were donated to children in need in the U.S. The organization now encourages students to collect unused school supplies at their schools at the end of the school year to send to students in Haiti.

EXTENSION ACTIVITY Have pairs search online for an update on Blare Gooch and Blare's Bears. Ask them to find out what other ways the charity encourages people to help others.

SPEAKING

A Have students read over the language chart. Tell them to pay attention to the different verb forms.

Review the difference between the simple, progressive, and perfect forms. Direct students to pages 151–152 of the Student's Book for more information.

Grammar Note

The language chart reviews the simple present, simple past, present progressive, past progressive, and present perfect forms.

The past and present progressive tenses use *be + -ing* to explain something that is happening now, or was happening at a time in the past.

The present perfect tense uses *have/has + past participle* to communicate that an action is completed (e.g., *Governments around the world have signed ...*) or is still happening (e.g., *The Internet has changed everything ...*).

B Have students work in pairs. Make sure they are working with a different partner than in the **Speaking** activity for **Lesson A**. Ask them to read the questions and review the infographic. Point out that their discussions should include the answers to all four questions. Model the conversation with a volunteer. Point out that the speakers support their answers with reasons. After pairs discuss, elicit additional ideas to add to the infographic.

1C

A life lesson from a volunteer firefighter

LESSON OVERVIEW

Aims: Watch and understand a short talk; learn how to help an audience visualize

Target Vocabulary: acts, generosity, poverty, volunteer

TED Talk Summary: Mark Bezos volunteers his time as assistant captain of the firehouse near where he lives outside of New York City. In his talk, he tells the story of the first burning house that he went into as a volunteer, where he was instructed to get a pair of shoes from the bedroom. While it wasn't the glamorous kind of assignment that he had imagined he'd have as a firefighter, this first job made Bezos realize that even small, seemingly insignificant jobs can make a difference.

PREVIEWING

Have students read the paragraphs 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 *volunteer* is used as a modifier for the noun *firefighter* in the first paragraph.

1C

A life lesson from a volunteer firefighter

TED TALKS

MARK BEZOS works for a charity organization, Robin Hood, which fights **poverty** in New York City. He's also a **volunteer** firefighter in Westchester County, New York, where he lives. Mark Bezos is continuously amazed and motivated by the **acts** of heroism—big and small—that he sees every day. Mark Bezos's idea worth spreading is that every act of **generosity** matters—even the small ones.



PREVIEWING

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

- | | | |
|---|-------|------------|
| 1 the state of being extremely poor | _____ | poverty |
| 2 the quality of being kind and helpful | _____ | generosity |
| 3 someone who does a job for no pay | _____ | volunteer |
| 4 things done or achieved | _____ | acts |

VIEWING



A **1.7** Watch Part 1 of the TED Talk. Choose the correct options.

- In Bezos's town, there's _____.
 - a lack of skilled firefighters
 - a lack of volunteer firefighters
 - a team of professional firefighters
- Which word best describes how Mark Bezos felt about his first fire?
 - excited
 - nervous
 - worried
- The woman was probably _____ when the fire started.
 - sleeping
 - cooking
 - taking a bath

6

VIEWING

A Have students preview the task. Encourage them to listen selectively for the information they need to answer the questions.

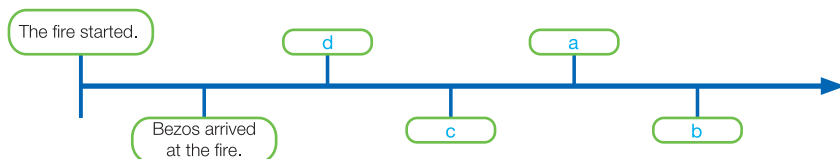
1.7 Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class.

For question 3, note that students will infer that the woman was sleeping based on clues Bezos gives in his story. Elicit the clues. (*She was in her pajamas and she was barefoot.*)

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *Back in ...*, *nonprofit*, *highly skilled career staff*, and *footrace*.



- B** ▶ **1.8** Watch Part 2 of the TED Talk. Put the events in the order they happened.
- Bezos carried the shoes downstairs and gave them to the homeowner.
 - The homeowner sent a letter thanking the firefighters.
 - The captain asked Bezos to go into the house and bring back some shoes.
 - The captain asked the other volunteer to rescue a dog from inside the house.



- C** ▶ **1.9** Watch Part 3 of the TED Talk. Discuss these questions with a partner.
- What has Mark Bezos learned from the acts of kindness, courage, or generosity that he has seen? *Bezos has learned that all acts of kindness, courage, and generosity matter.*
 - Mark Bezos's message to his audience is "Don't wait." What does he mean by this? *He means that if you are able to help someone, do it now. You don't have to wait until you're rich or successful before helping someone.*

- D CRITICAL THINKING**
- Inferring** Work with a partner. Why do you think Bezos refers to the other firefighter as Lex Luthor (Superman's enemy)? How do you think he really feels about the other volunteer?
Answers will vary.

- D CRITICAL THINKING** Read the questions aloud. Have students work in pairs to discuss the questions. Elicit ideas after students discuss. Students should understand that the other volunteer is really not Bezos's nemesis. He makes a joke by calling the person Lex Luthor to point out that he was in competition with this person.

Language Note

Part 1

Bezos uses the phrase *'back in New York'* to tell his audience that the story he is telling took place in New York. A location can be introduced with the phrase *'back in ...'* when it is different from the speaker's current location.

Bezos uses the term *highly skilled career staff* to refer to the professional firefighters, who are well trained to do their jobs and receive a salary.

The term *career firefighter* is often used to refer to the professionals.

A *footrace* is hurrying to do something before someone else.

Part 2

To be stunned with jealousy means to feel it deeply so you were unable to react.

The phrase *I swear* is used to say you're not lying in situations where the listener might be experiencing a sense of disbelief about what the speaker is saying.

A *master bedroom* is the largest bedroom in a house.

A *nemesis* is an enemy.

Part 3

Your *vocation* is your job, while your *avocation* is a hobby or side job.

A *soup kitchen* is a kind of place where homeless people and others in need can go for free meals.

A *mentor* is someone who spends time advising someone with less experience.



- B** Have students read over the events.
- ▶ **1.8** Play Part 2 of the TED Talk. Then have students check answers. Explain the meaning of unfamiliar language. Suggestions for Part 2 include *stunned with ...*, *I swear*, and *master bedroom*.

- ★ **CHALLENGE** Ask students to add events they heard Bezos talk about. Suggestions include:

Another volunteer found the captain seconds before Bezos. Bezos went into the burning house, up the stairs, and past the professional firefighters.

The homeowner was very happy to see her dog.

- C** Have students read and discuss the questions in pairs or as a group.

- ▶ **1.9** Play Part 3 of the TED Talk.

For question 2, Bezos is saying that there are many small opportunities for us to help others every day, so there is no reason to wait for big opportunities.

Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *vocation*, *avocation*, *soup kitchen*, and *mentor*.

VOCABULARY IN CONTEXT

A ▶ **1.10** Play the video.
If necessary, play it again.

B Have students work individually to complete the activity. Check answers as a class.

PRESENTATION SKILLS

A Read the information aloud as students read along. Write the examples from the textbook on the board. Make sure students understand that helping the audience visualize refers to helping them imagine in their minds what you are saying. Make sure students don't confuse visualize with visuals, although using visuals can be one way to help an audience visualize. See **Skills Note** for more information.

B Have students preview the task.

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

★ **CHALLENGE** Have students try to complete the sentences before watching the video again.

C Have students work in pairs and brainstorm ideas. Have them make a mind map.

➡ **EXTENSION ACTIVITY** Ask students to choose one of the examples from Activity **C** and practice helping the audience visualize. Tell partners to practice the presentation skill on each other. After pairs have practiced on each other, ask for volunteers to demonstrate the presentation skill for the class.

VOCABULARY IN CONTEXT



A ▶ **1.10** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: c, 2: a, 3: c, 4: b, 5: b

B Complete the sentences using the words in the box.

witness to get in on assignments above all

- 1 To get in on the online discussion, you can visit the Facebook page.
- 2 As a volunteer, I'm often witness to how people's lives can be improved through our help.
- 3 Employees should be hardworking and skilled in their jobs, but above all they should be team players.
- 4 Working on group assignments helps people learn teamwork.

PRESENTATION SKILLS Helping your audience visualize

To make your presentation more memorable, help your audience visualize the points you are making. You can do this by:

- giving a demonstration
- telling a story
- using pictures and visuals
- sharing interesting facts or statistics



A ▶ **1.11** Watch part of Mark Bezos's TED Talk. What methods does he use to help his audience visualize? He tells a story.

B ▶ **1.11** Watch again. Complete the sentences.

- 1 "... she was standing outside in the pouring rain, under an umbrella, in her pajamas, barefoot, while her house was in flames."
- 2 "... off I went—up the stairs, down the hall, past the 'real' firefighters ..."

C Work with a partner. What methods would you use to help your audience visualize the following?

- 1 the problem of food wastage around the world **Answers will vary.**
- 2 a group of people in our society who need care but are often overlooked
- 3 how someone has helped make a difference in other people's lives
- 4 how recycling trash is good for the environment

I'd share facts and data about the amount of food we waste.

8

Skills Note

Note that helping your audience visualize refers to helping them see in their minds in order to better understand the topic being discussed. Bezos does this mainly through a story in which he paints a picture of the scene of the house on fire. His audience can picture what he is saying in their minds—they can see the scene.

In other cases, a speaker may give a demonstration. A demonstration involves a speaker showing the audience how to do something in order for them to

understand it better. This is another way to help an audience better grasp an idea.

Make sure students don't confuse visuals with visualization. Visuals are one tool to help an audience understand a topic and main point more clearly. Visuals can include pictures, infographics, slides and charts. While using visuals can be one way for helping an audience visualize, a speaker has many other ways to accomplish this as well.

1D Touching lives

COMMUNICATING People who have made a difference Answers will vary.

- A** Think of someone you know who has made a difference in your life. Write some notes about your experience with the person. Use the following questions to help you.
- What has that person done to make an impact on you?
 - When was it?
 - What changes did it make in your life?
 - How did the experience make you feel?
 - How did it change your thoughts or actions?
- B** Work with a partner. Talk about how that person has made a difference in your life.

Describing how people have made an impact

I was inspired to ...

He motivated me to ...

It transformed the way I ...

He changed my mind about ...

Someone who has made an impact on my life is ...

One thing that he did that really made a difference is ...

What she did made me realize that ...

GROUP WORK Ways to make a difference Answers will vary.

- A** In groups, discuss how college students can make a difference in other people's lives. List the ways students can make a difference. Each group member interviews five different students in the class about actions they have taken to help others and record the differences that they've made.

Have you helped anyone recently? When was that?

What are small acts of kindness that you could do to make a difference in someone else's life?

9

GROUP WORK

Have students interview their classmates about their small actions of helping others. They should then share their findings with the group. Ask for one volunteer in each group to report their findings to the class.

1D

Touching lives

LESSON OVERVIEW

Aims: Introduce someone important in your life; practice describing how people have made an impact; discuss small actions of helping others

COMMUNICATING

- A** Encourage students to consider a few people and choose whomever they can most easily gather information about. Point out that the person can be someone they know personally or a public figure. Read the questions aloud. Tell students to use them as a guide, but to include additional information. Give them time to go online to find information if necessary. Make sure that students understand to focus on the impact that this person has made.

- B** Model the example. Point out that students should first introduce the person, next share one impact the person had, and then explain one more impact.

Read the phrases for **Describing how people have made an impact**. Explain that students can use any of these phrases during their presentations.

Ask partners to react to what they hear. Elicit some suggestions:

That's so interesting.

I hope I can meet him/her one day.

That was a great story.

Elicit ways they helped the audience visualize. Ask volunteers to give a presentation to the class.

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Student	Small acts of kindness
A _____	Action:
	Result:
B _____	Action:
	Result:
C _____	Action:
	Result:
D _____	Action:
	Result:
E _____	Action:
	Result:

B Report your interview results to your group.

C Each group should gather and summarize the results and choose a member to report them to the class. The student may tape or videotape the report, and share it with other groups.

Someone who has made a big difference in my life is my teacher. She showed me that ...

Students attending class on a
“boat school” in Bangladesh



2 Trends



Derek Sivers
Author, TED speaker

“If you really care about starting a movement, have the courage to follow and show others how to follow.”

2

Trends

WARM UP

Have students look over the picture, caption, and quote. Read the quote aloud. Elicit or review the meaning of *movement* and *trend*.

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

For question 1, students' guesses will vary, but they should be able to deduce from the quote and the clip that the speaker is discussing how a movement is born.

For question 2, give students time to go through the unit and note any trends or movements. Have the class brainstorm and then have the class brainstorm trends and movements. Possibilities include: economic trends, the movement for greater health awareness and food quality, an increasingly aged.

UNIT GOALS

In this unit, you will ...

- talk about consumer and technological trends.
- watch a TED Talk about how to start a movement.
- give advice about how to start a movement.

WARM UP



▶ **2.1** Watch part of Derek Sivers's TED Talk. Answer the questions with a partner.

- 1 What is happening in the video Sivers shows? What do you think he is going to talk about? **Answers will vary.**
- 2 Look through the unit. What examples of trends or movements can you find? **Answers will vary.** 11

Language Note

A *trend* describes the general direction that something is moving in, such as increasing or decreasing.

The noun *movement* refers to a change in people's thinking or actions, such as a political movement, a social movement, or an environmental movement.

UNIT GOALS

The unit focuses on current trends in technology and buying. Students will learn about trends and think about and discuss social movements. They will use the future tense to talk about the trends to come. By the end of the unit, students will identify, analyze, and predict trends.

TED Speaker

Derek Sivers is an entrepreneur and author who has given three TED Talks. He is American, but currently lives in Singapore.

TED Talk Summary

Sivers walks us through a video of a lone dancer at a music festival, and explains how that dancer is able to gather a group of followers. He uses the scene to show how a movement is born.

Idea Worth Spreading

The first follower is the real driving force behind a movement or new trend.

➡ **EXTENSION ACTIVITY** Ask students to list three trends or movements happening in their home towns currently. Have students share the trends in a small group and compare what's happening in each other's home town.

2A

Trends around us

LESSON OVERVIEW

Aims: Learn language for talking about trends; listen to a trends expert; practice talking about trends

Target Vocabulary: common, decrease, fall, fewer and fewer, get worse, grow, improve, increase, more and more, poor, rich, rise, shrink, widespread

VOCABULARY

A Students work individually.

▶ 2.2 Play the audio to check answers as a class. Explain that when talking about trends, things tend to go in either a positive or negative direction. If necessary, create a chart showing positive and negative verbs. Elicit example sentences for each word not used in the sentences in Activity **A**.

B Give students enough time to think about and write their answers. For support, encourage students to think about a topic they know well.

C Elicit language that students can use to show agreement and disagreement.

Possibilities:
 I agree that ...
 I disagree that ...
 I don't agree that ...
 But I think that ...
 But I don't think that ...

Language Note

Note that the language for trends explains if something has grown in a positive or negative direction, such as *increase* and *decrease*, *grow* and *shrink*, *rise* and *fall*. When students talk about trends, it is often useful to present statistics that describe them.



From business trends to the latest fashion, trends can be found all around us.

2A Trends around us

VOCABULARY Describing trends



A ▶ 2.2 Circle the correct words. Then listen and check your answers.

- The economy is doing very well. It is growing / shrinking fast.
- The number of young people who smoke is (increasing / decreasing) because of greater health awareness.
- I eat out more often these days as the quality of food in many restaurants has (improved / gotten worse).
- Unhealthy food choices such as fast food are causing health problems like obesity to become (less common / more widespread).
- In 1980, the average age of a person in the United States was 30. Now, it has (risen / fallen) to nearly 40.
- The Internet has become a part of people's lives. (Fewer and fewer / More and more) people are shopping or watching TV programs online.
- Between 1970 and 2014, more affluent households got even (poorer / richer); their average earnings increased by 47%.

B Complete the sentences describing trends. Use your own ideas. *Answers will vary.*

- The number of people who _____ has decreased in the last few years.
- _____ has improved over time.
- _____ is/are becoming less common nowadays.
- These days, fewer and fewer people _____.
- _____ is/are getting richer.
- The problem of _____ has become more widespread in the last five years.

C Work with a partner. Do you agree with your partner's statements in **B**? Why or why not?

Answers will vary.
 I agree that the number of people who ...

➔ EXTENSION ACTIVITY Ask each pair to choose one statement from Activity **C** that they disagreed on. Have each pair share their ideas, and have a quick class debate on which is correct. Ask the rest of the class if they agree or disagree. Encourage students to give reasons for their opinions.

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LISTENING Analyzing trends

Summarizing details

To check your understanding of what someone said, you can respond with a summary of his or her ideas.
So you mean ...? So what you're saying is ...?



- A** ▶ **2.3** Watch trend expert Tara Hirebet talk about the work she does. Check (✓) the things that her job involves.

- reading magazines, articles, books, and blogs
- developing advertisements for companies
- spending time with consumers
- designing logos for businesses



- B** ▶ **2.4** Watch the next part of the interview and complete the sentences.

- 1 Trend spotting helps companies learn about their competitors, customer preferences, and new forms of technology.
- 2 Hirebet has done trend spotting for brands, technology departments, and startups.
- 3 Hirebet helped an international sports brand succeed in the Chinese youth market.



Tara Hirebet is an expert on consumer trends in Asia.

C CRITICAL THINKING

Evaluating In which industries is it most important to spot trends? Why? *Answers will vary.*

SPEAKING Talking about trends



- A** ▶ **2.5** Listen to the conversation and fill in the blanks with what you've heard.

A: I just ¹ signed up for an account on a music-streaming website.

B: Yeah? Streaming music has become ² really popular in the last few years.
So ³ now do you like it so far?

A: I love it. Especially ⁴ how easy it is to search for different kinds of music. And the best part is
⁵ it also gives me good recommendations for other artists to listen to.

B: I know. It's completely changed ⁶ the way people listen to music.

A: Yeah. It's so much ⁷ more convenient this way. Anyway, I don't have a lot of space in my apartment to keep CDs.

- B** ▶ **2.5** Listen to the conversation again and mark the words or phrases with ↗ for a rising tone (升调), ↘ for a falling tone (降调), and — for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

- C** Work with a partner. What are some trends you have adopted recently? What do you think of them? Use the expressions in blue above to help you. *Answers will vary.*

I just started getting into online shopping.

Really? How do you like it so far?

13

LISTENING

- A** Read the information in **Summarizing details** aloud as students read along. Explain that summarizing is a good way to show that you are listening to people. Have students preview the task.

- ▶ **2.3** Play the video. Have students do the exercise individually. Write *trend spotter* on the board. Check answers by eliciting details about what the job involves.

- B** Tell students that they are going to listen again for more details.

- ▶ **2.4** Play the video again. Check answers as a class.

- ★ **CHALLENGE** Have students work in pairs to explain the words *trend* and *fad*. Tell students to use the language for summarizing details from the box in their discussions.

- C CRITICAL THINKING** Read the question aloud. Partners should brainstorm a list of industries where trend spotting is necessary and

some examples of trends that are important. For example, in the fashion industry, trend spotters may look at what different age groups are buying. Other examples of industries that might need trend spotters include: beauty, communications, education, food, fashion, finance, media, retail, technology, transportation, and travel.

- ➔ **EXTENSION ACTIVITY** Ask students to choose an industry to become a trend spotter in. Have students list three trends that are currently happening in that industry. Ask them to share those trends with the class.

SPEAKING

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

- ▶ **2.5** Play the audio. Have students do the exercise individually. Then check answers as a class. Elicit the phrase that Speaker A used to express enjoyment for music streaming: *I love it.*

- B** Play the audio again. Ask students to practice the conversation, paying attention to the right pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check answers as a class.

- C** Have students write down some ideas of trends that they've participated in. Then have students work in pairs to brainstorm some current trends popular with their peers. Provide a model for what they might say, for example, *I've noticed more people in my city are using road racers instead of regular bicycles.* Ask for volunteers to share some of the trends they discussed.

- ➕ **SUPPORT** Introduce some phrases for reacting to others' observations. Write them on the board.

I've noticed that, too; You're right; Hmm, I didn't realize that; Wow, that's interesting!

2B

Trends in technology

LESSON OVERVIEW

Aims: Learn to interpret a timeline of trends; use *will* and *going to* to make predictions; talk about future trends

Infographic Summary: Increasingly, machines and devices are connected through the Internet of Things. The infographic shows the development of technology that has kept our devices and machines connected with each other over the last few decades, and how it will continue to an even greater degree in the future.

LANGUAGE FOCUS

A Have students look over the infographic. Ask them which statistics in the infographic are surprising, and whether they agree with the predictions for the future trends.

B Have students preview the task.

▶ **2.6** Play the audio and have students answer the question.

Elicit the meaning of *bathroom scale*. Make sure students understand that it's traditionally only used to measure weight, but now this instrument has also become part of the Internet of Things.

C Have students read the sentences. Encourage them to write any answers they remembered from their first listening.

▶ **2.6** Play the audio again, pausing after each sentence so that students can fill in the blanks. Check answers as a class.

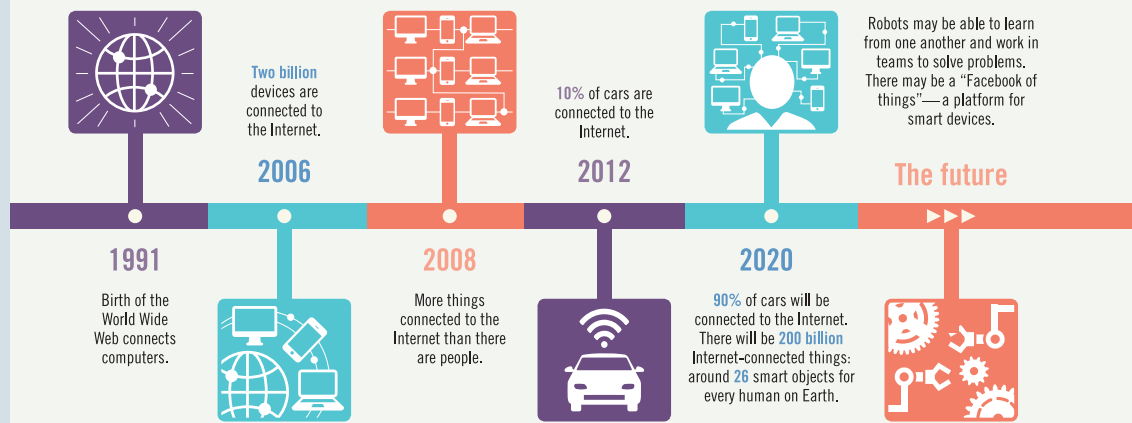
2B Trends in technology

LANGUAGE FOCUS Discussing future trends

A Read the timeline. Give some examples of smart devices that you use.

THE INTERNET OF THINGS

The **Internet of Things** is made up of billions of smart devices that use wireless technology to send information to one another and to us.



B ▶ **2.6** Listen to the conversation. What kind of device does the man want?

The man wants a(n) smart bathroom scale.

C ▶ **2.6** Listen to the conversation in **B** again. What is special about the scale? And how is the device going to help the man achieve his goal? Complete the sentences from the conversation.

- 1 It knows who the user is. It not only shows you your weight, but also things like the amount of fat in your body.
- 2 Then it automatically sends the information to my smartphone through the Internet.
- 3 Well, with this information on my phone or computer, I'll be able to monitor how much fat I'm losing.
- 4 I can also view graphs or charts showing my weight over the past few months, so I'll get an idea of my progress and overall health.

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5 I can record the date that I started doing yoga, and I'll be able to track how well it's helping me lose weight.



D ▶ **2.7** Listen to the following statements. Circle T for true or F for false.

- In the twenty-first century, we have already seen three tech revolutions: the rise of broadband, mobile, and the birth of multi-media.
- Experts predict that over the next five to ten years, the next tech revolution is going to connect billions of devices to the Internet.
- The Internet of Things is a network of devices that are able to work with one another.
- The Internet of Things is going to greatly change our lives.

T **F**

T F

T F

T F



A "smart" home system allows users to control electronic devices in their homes.

SPEAKING Describing future trends

A Read and study the language in the chart. Pay attention to the use of **will** and **going to**.

Talking about future trends

I don't think there **will be** flying cars anytime soon.
Smart devices in the home **will become** very popular over the next few years.
In twenty years, there **won't be** many people without smartphones.

Streaming music **is going to become** the most popular way of listening to music.
Most home appliances **are going to be** connected to the Internet within five years.
Robots are becoming more common, but they **aren't going to replace** humans in all professions.

For more information on **will** and **going to**, see Grammar Summary 2 on page 152.

B Complete the sentences with your own ideas and take turns describing and explaining your ideas with a partner. Try to use **will** and **going to** when you are describing and explaining. *Answers will vary.*

- Within the next few years, there will be _____.
- I think _____ is/are going to become popular in the next five years.
- By 2030, there will probably be _____.

I think within the next few years, there will be more "smart" vehicles on the road.

Yeah, I think so, too. Within the next few years, maybe we'll also see other "smart" objects, such as waste bins that can automatically separate trash into different types!

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D ▶ **2.7** Tell students to listen closely to the part of the audio which talks about the three tech revolutions of the 21st century. Play the audio twice. Have students answer the questions individually, and then check their answers as a class.

SPEAKING

A Have students read over the language chart for **Talking about future trends**.

Point out that both *will* and *going to* are used when making predictions for the future. Direct students to page 152 of the Student's Book for more information.

Grammar Note

Note that the language in the chart is for making predictions about the future. Both *will* and *going to* can be used interchangeably for this purpose, and either can be substituted for the other in the examples in the language chart.

➡ **EXTENSION ACTIVITY** Have students rewrite the sentences in the language chart using different trends. For example, *I don't think there will be flying skateboards anytime soon.*

B Read the discussion questions aloud. Encourage students to think about things in their everyday lives that could be made easier with a smart device. Model the example with a volunteer.

Write some expressions on the board for talking about advantages and disadvantages:
One good/bad point about ... is ...;
Another positive/negative thing is ...

➡ **EXTENSION ACTIVITY** Have students work in pairs or small groups to create a proposal for a smart device. Tell them to draw a picture of the device and introduce it to the class. Explain that they should use the future tense to explain how the device will improve everyday life. Then have the class vote on the smart device they'd most like to develop into a real product.

Content Note

Some smart devices predicted to exist for the future include various types of robots, wearable technology, and driverless vehicles. Some specific examples of devices in production now include touchscreen skin, translation earphones, a smart fork, a robotic suitcase, and robot pets.

2C

How to start a movement

LESSON OVERVIEW

Aims: Watch and understand a talk about gaining followers; practice commenting on visuals

Target Vocabulary: crucial, guts, lone, ridiculed, stand out

TED Talk Summary: In his playful TED Talk, Derek Sivers shows a three-minute video that starts with one man dancing alone and ends with a crowd dancing alongside him. Sivers dissects this scene to talk about how a movement is made. He outlines each stage of the movement and then talks about lessons we learn from understanding these stages, namely the initial gutsiness of the leader and the critical role of the first follower, who serves as the person who gathers all the other followers.

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. If necessary, explain the meaning of each word and elicit additional example sentences.

Language Note

Part 1

Someone who has *guts* is a risk-taker. To *embrace someone as an equal* means you consider this person someone of value. Sivers describes a person who starts a movement as a *lone nut* because that person stands out until others join in.

Part 2

The phrase *tipping point* describes the moment that a big change happens. The *in-crowd* refers to tastemakers who set trends that others follow.

2C

How to start a movement

TED TALKS

DEREK SIVERS is best known as the founder of CD Baby, one of the first sellers of independent music on the Internet. His company, Wood Egg, advises people on how to build companies. Derek Sivers's idea worth spreading is that while leaders get the credit for starting a movement, the first followers are often the driving force.



PREVIEWING

Read the sentences. Choose the option that has a similar meaning to each **bold** word. You will hear these words in the TED Talk.

- You need **guts** to stand up and share your ideas with thousands of people.
 - a courage
 - b ability
- With the speed of change today, having skilled and resourceful workers is **crucial** to many companies' success.
 - a useful
 - b extremely important
- Successful business ideas are those that are creative and that **stand out**.
 - a are practical
 - b are noticeable in a crowd
- A movement often begins with just one **lone** voice.
 - a single
 - b clear
- When Darwin proposed his theory of evolution, he was **ridiculed** by many people.
 - a laughed at
 - b respected

VIEWING



A ▶ **2.8** Watch Part 1 of the TED Talk. Choose the most suitable options.

- What is the job of the first follower?
 - a to have the courage to stand out
 - b to show others how to follow
- What do you think will happen when the first follower joins?
 - a Other people will want to join in.
 - b People will ignore him and the leader.

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Part 3

The verb *recap* is a synonym for *summarize* or *review*. To *get all the credit* means to be given the praise and acknowledgment as the person who did it.

★ **CHALLENGE** Have students write sentences for each of the vocabulary words based on the theme of trends.

VIEWING

A Have students preview the task.

▶ **2.8** Play Part 1 of the TED Talk. For question 2, point out that students should infer the answer based on what they saw in the video. Check answers as a class. Write on the board: *The first follower is what transforms a lone nut into a leader*. Ask students to explain what this means. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *guts*, *embrace someone as an equal*, *lone nut*.

VOCABULARY IN CONTEXT



- B** ▶ **2.9** Watch Part 2 of the TED Talk. Match the descriptions to the pictures showing the stages of the movement.
- A few more people join.
 - People rush to join in so that they can be part of the in-crowd.
 - A second follower joins.
 - People start to join the group at a faster rate, creating momentum. This is the tipping point.



- C** ▶ **2.10** Watch Part 3 of the TED Talk. Circle the correct words to complete the advice Siverson gives.
- The most important thing for a leader to do is to (have a good idea / treat the first followers as equals).
 - People should not be afraid of (being the first follower / starting their own movement) when they see someone doing something great.

D CRITICAL THINKING Answers will vary.

Inferring Work with a partner. Do you think that people sometimes join a movement or trend because they are afraid of not being part of the in-crowd? Can you think of some examples?

VOCABULARY IN CONTEXT



- A** ▶ **2.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: a, 2: a, 3: b, 4: b, 5: a

- B** Complete the sentences using the words in the box.

emulate sit on the fence nurture over-glorified

- People usually emulate people who inspire them.
- Schools have a duty to nurture the talents of all their students.
- When you need to decide who to vote into government, you can't sit on the fence.
- Sivers feels that leadership is over-glorified because no one becomes a leader without someone else's support.

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- A** ▶ **2.11** Play the video. If necessary, play it again.

- B** Have students work individually to complete the activity. Check answers as a class. Ask students comprehension questions related to the TED Talk using the vocabulary words. For example:

Who did the crowd emulate in the video? (the followers)

When did the people who were sitting on the fence decide to join? (at the very end)

Which dancer does Siverson think is over-glorified? (the first one)

Content Note

Derek Siverson moved from the United States to Singapore in 2011 and began working on a series of books about entrepreneurship in Asia. Each book looks at how to start a business in a specific country.

- B** Give students enough time to look over the pictures.

▶ **2.9** Play Part 2 of the TED Talk. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *tipping point* and *in-crowd*.

- C** Note that in Part 3, Siverson summarizes what he said. Students should be able to answer question 1 before watching, as well as infer the answer to question 2.

▶ **2.10** Play Part 3 of the TED Talk. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 3 include *recap* and *get all the credit*.

- D CRITICAL THINKING** Elicit or explain the meaning of *in-crowd*. Tell students to think of examples from their own lives that they can share with their partners to support their opinions. Ask for volunteers to share some points that they discussed together.

PRESENTATION SKILLS

Read the information in the **Presentation Skill** box aloud. Remind students that one way to help an audience visualize is to use pictures or visuals, which is what this unit's skill focuses on. Have students work in pairs to brainstorm a list of expressions for introducing and commenting on visuals. Elicit examples from each pair. Write them in a word web on the board.

Skill Note

Visuals are pictures, infographics, slides, and videos that a speaker shows during a presentation that aids the audience's understanding of the speaker's message. Language for introducing and commenting on visuals includes: *In this picture/slide/scene ...; Here you can see that ...; You'll see next that ...; Can you see ...?*

A Students should preview the phrases. Note that in the case of Sivers's TED Talk, he is introducing scenes in a running video. Point out that Sivers shows a good example of how to talk through a video.

▶ **2.12** Play the video. Have students do the exercise individually.

Ask students to pay attention to the body language that Sivers uses in introducing each visual. If necessary, play the video again so students can note Sivers's body language as he introduces scenes in the video.

B Have students work in pairs to brainstorm even more phrases that can be used for introducing and commenting on videos. Tell them to think about what phrases they would use if they were presenting Sivers's TED Talk. Elicit at least one new phrase from each pair. Write them on the board.

C Explain that students can use a personal video, a music video, or a video they know well so they can comment on it. Give students a little time to prepare. Tell each student that they have 30 seconds to one minute to show their video and comment on it.

PRESENTATION SKILLS Commenting on visuals

As you show your visuals, draw the audience's attention to them and highlight the important parts.



A ▶ **2.12** Watch part of Derek Sivers's TED Talk. Check (✓) the expressions he uses in his talk to comment on the visuals.

- | | |
|--|--|
| <input checked="" type="checkbox"/> So here's ... | <input checked="" type="checkbox"/> Now, notice that ... |
| <input checked="" type="checkbox"/> Can you see ...? | <input checked="" type="checkbox"/> Now, there he is ... |
| <input type="checkbox"/> So, pay attention to ... | <input checked="" type="checkbox"/> So, over the next minute, you'll see ... |

B Work with a partner. Brainstorm more phrases you could use to draw attention to visuals in a presentation. *Answers will vary.*

C Work with a partner. Choose a video and take turns commenting on the key parts of your video. *Answers will vary.*

If you look at the man on the right, you'll see that he's taking a photo of himself. Notice that ...



2D Predicting trends

COMMUNICATING Consumer trends Answers will vary.

A You are going to read about some innovations. **Student A:** Turn to page 129.
Student B: Turn to page 130.

B Work with a partner. Take turns explaining what the innovations are.

This is a type of technology that allows people to ...

With this product, people can now ...

C Discuss with a partner. Which of these innovations you read or heard about do you think will become more popular in the future? Use the following questions to help you.

Who will the product or service be good for?

What possible applications could there be, and how will people benefit from it?

What other trends would it support?

Describing probability

It's likely to ...

I think we'll see ...

It will probably ...

There's a possibility that ...

Some smartphones allow users to pay using their mobile phones.



2D

Predicting trends

LESSON OVERVIEW

Aims: Explain an innovation and offer opinions about the probability of its success; discuss fashion trends on campus

COMMUNICATING

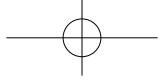
A Explain the meaning of *innovation*. Divide students into pairs with A and B roles. Have each student read their product description and think about ways to paraphrase the information.

Give students a few minutes to read the descriptions and write notes in their own words.

B Note that students have the opportunity to review language for describing a process as they explain how the innovation works. If necessary, elicit language for talking about a process or a sequence (*first, next, then, etc.*).

+ SUPPORT Encourage students to take notes about each other's innovations in preparation for Activity **C**.

C Students decide whether their innovations will become a future trend. Ask students to offer ideas and comments as they discuss. Draw students' attention to **Describing probability**. Elicit any other language that students know for talking about future trends. Some suggestions include: *Maybe it will be ...; Perhaps we'll see ...*



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GROUP WORK

Have students discuss fashion trends in groups. Ask for one volunteer in each group to report their findings to the class.

GROUP WORK Fashion trends on campus Answers will vary.

- A Discuss with your group members, and write down a list of current fashion trends you think on campus. Use the following questions to help you.

What types of shoes are popular right now?
 What colors do male/female students like wearing?
 What brand of clothes do students wear most often?
 What do they wear on casual days?
 What do most students wear when they want to dress up?

Trend number	Prediction
1	
2	
3	
4	
5	

- B Each group should gather and summarize the results and choose a member to report them to the class with supporting details. Take notes if you need.

I think off-the-shoulder tops will probably become a bigger trend in the future because ...

Pants with cuffs will be a trend in the future. The first reason is that ...

3 Improving Lives

“I really believe that sensors can improve the quality of life of the elderly.”

Kenneth Shinozuka
Inventor, TED speaker



3

Improving Lives

WARM UP

Have students look over the picture, caption, and quote on the page. Review the meaning of *sensors* and *the elderly*.

Language Note

A *sensor* detects physical movement, and can be used to turn something on or off.

The elderly refers to people who are aged.

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

For question 1, elicit the details that Shinozuka gives in the clip (*fastest growing threat to Americans' health; someone is diagnosed every 67 seconds; number of patients will triple by 2050*).

For question 2, tell students to share any information or personal experience they have. Ask students to discuss if Alzheimer's is a health problem in China.

Content Note

Alzheimer's disease is a progressive brain illness that impairs memory and thinking. There is no cure for Alzheimer's, and it is becoming an increasingly common disease worldwide as the size of the elderly population grows.

Shinozuka won the 2014 Scientific American Science in Action award, which included a \$50,000 prize, for his invention to help Alzheimer's patients.

UNIT GOALS

In this unit, you will ...

- talk about healthcare issues and solutions.
- watch a TED Talk about how technology can make life better for patients and their caregivers.
- give advice on how to improve healthcare.

WARM UP



▶ **3.1** Watch part of Kenneth Shinozuka's TED Talk. Answer the questions with a partner.

- 1 What healthcare issue does Shinozuka identify as most serious in the United States? [Alzheimer's disease](#)
- 2 What do you know about this healthcare issue? [Answers will vary.](#)

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UNIT GOALS

The unit focuses on how technology can improve our health. Note that the ideas in the unit build on what students learned in Unit 1 about making a difference, and in Unit 2 about trends. Students will learn about and discuss the connection between healthcare and technology, and how we can improve life—particularly for aging people. By the end of the unit, students will have used language for cause and effect to discuss the impact that trends in technology may have on the health issues we face today.

TED Speaker

Kenneth Shinozuka is a young inventor committed to the idea that sensor technology can make a big difference for the elderly.

TED Talk Summary

When his grandfather kept wandering around at night due to the effects of Alzheimer's disease, Shinozuka devised a simple technology to alert his family whenever this occurred.

Idea Worth Spreading

Smart uses of technology can make a difference in our quality of life and our health as we age.

3A

Caring for your health

LESSON OVERVIEW

Aims: Learn language for talking about your health; listen to someone talk about his health routine; practice talking about staying healthy

Target Vocabulary: caregiver, cure, elderly, monitor, motivate, suffer from, treatment, wearable

VOCABULARY

A Have students work individually to complete the information.

▶ 3.2 Play the audio to check answers as a class. Explain the vocabulary words.

B Have students work individually before checking answers as a class. Elicit additional sentences using each vocabulary word. Ask students to give example sentences on the topic of Alzheimer's.

C Give students time to read the questions and think about their answers before discussing. For question 1, have students share what is typical in China. Have a class discussion. Ask volunteers to share some examples of special healthcare services. Tell others to offer opinions about these services.

➔ EXTENSION ACTIVITY Have students go online to get more information about the percentage of elderly people in China and common problems found among the elderly population. Ask each group to write and present a short news segment on current trends in relation to healthcare and the elderly. If necessary, have a quick review of Unit 2 language.



Using wearable technology is one way we can monitor our health.

3A Caring for your health

VOCABULARY Talking about healthcare



A ▶ 3.2 Complete the information using the words in the box. Two words are extra. Then listen and check your answers.

treatments	caregiver	elderly	suffer from
cure	monitor	wearable	motivate

As populations grow older and the number of ¹ elderly people rises, healthcare is becoming increasingly expensive and complicated. Elderly people naturally ² suffer from more health problems and may need a variety of ³ treatments. One solution is ⁴ wearable technology—small, light devices that people can carry with them. By measuring a person's heart rate, for example, these devices can ⁵ monitor a person's health. This information can help the ⁶ caregiver, nurse, or doctor take care of patients better.

B Complete the sentences. Circle the correct words.

- The (treatment / healthcare) for a bad back involves lots of rest.
- There is still no (cure / caregiver) for many types of cancer.
- People who are overweight and don't exercise are likely to (suffer from / cure) health issues.
- Many fitness (treatments / wearables) monitor things such as the number of steps people take.
- Devices that track exercise can help (monitor / motivate) people to be more active.

C Work with a partner. Discuss these questions. *Answers will vary.*

- Does your city have a high percentage of elderly people?
- Are there any special healthcare services for them?

Language Note

A *caregiver* is someone who takes care of another person and looks after the well-being of someone who is sick.

The noun *treatment* is used in medical fields to refer to care that a person is being given. The noun is often paired with the verbs *get*, *receive*, and *undergo*.

While it is acceptable to refer to a general segment of the population as *elderly* in broad terms, we generally do not call people *elderly* in direct and personal circumstances. This is because it is felt that the term implies a negative stereotype of being feeble and incapable. A more acceptable description is *older*, which is more inclusive than *elderly* or *old*. Another acceptable substitute for the elderly would be *senior citizens*.

LISTENING My health routine

Talking about the benefits of something

We can use expressions like the ones below to describe the benefits of something.
It's great for ... It works well for people who ... I find ... most useful.



A ▶ **3.3** Watch Kate Chong talk about her health routine. Check (✓) the ways she stays healthy.

- by getting enough rest by cycling to work every day
 by having a balanced diet by exercising every weekend

B ▶ **3.3** Watch again. Complete the sentences. Circle the correct words.

- Chong uses a running app on her phone to keep track of (the weather conditions on each run / **how far she's run**).
- She likes the app because it (is easy to use / **helps her stay disciplined**).
- Chong's cycling app allows her to (**compare cycling data with friends** / train with a virtual cycling partner).



Sports enthusiast
Kate Chong leads an
active lifestyle.

C CRITICAL THINKING Answers will vary.

Reflecting Work with a partner. What other ways do you think technology can help improve people's health?

SPEAKING Talking about staying healthy



A ▶ **3.4** Listen to the conversation and fill in the blanks with what you've heard.

A: You seem pretty fit. **Do you do any regular exercise?**

B: Yeah. I ¹ **go to the gym** a few times a week.

A: What do you do there?

B: I **do some** stretching and then usually run for ² **half an hour** or so.

A: Don't you get bored? **How do you motivate yourself?**

B: Well, I **often go** with a friend. Also, I recently bought a wearable. **It helps me** learn more about my ³ **lifestyle habits**, and motivates me to do more. **How about you?** **Do you do much exercise?**

A: Not very often. I'm usually too tired after work. **Maybe I should** ⁴ **sign up for a class** at the gym. I think that will make me more motivated!

B ▶ **3.4** Listen to the conversation again and mark the words or phrases with ↗ for a rising tone (升调), ↘ for a falling tone (降调), and — for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

Answers will vary.

C Talk about what you do to keep fit, how you motivate yourself, and if you use any technology to keep track of your health. Use the expressions in blue above to help you. Answers will vary.

Do you do any regular exercise?

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C CRITICAL THINKING Tell students to use the language for talking about improving one's health through technology. Encourage students to share any personal experiences they've had with useful technology. Then ask students to make predictions about health and technology five years from now. Use the discussion as a chance for students to review past and future tenses.

SPEAKING

A Have students preview the task.

▶ **3.4** Play the audio. Have students do the exercise individually. Then check answers as class.

Point out the question *Don't you get bored?* and explain the question's meaning. *Don't you get* (adjective)? is a useful follow-up question when learning something new or surprising about someone. Variations include: *Don't you get tired?* *Don't you get scared?* *Don't you get cold?*

B Play the audio again. Ask students to practice the conversation, paying attention to the right pronunciation and intonation. Play the audio/video again. Have students do the exercise individually. Then check the answers as a class.

C Give students time to think about what they want to say first. Encourage them to write some short notes to refer to during their discussions. Model the example with a volunteer. Point out that the speaker uses frequency adverbs and phrases when talking about health habits.

⊕ **SUPPORT** Elicit some possible reactions. Write them on the board. Suggestions include:

Wow! That's great.
Don't you get (+ adjective)?
Is it (+ adjective)?

LISTENING

Read the information in the **Talking about the benefits of something** box aloud as students read along. Have students repeat the phrases.

Point out that language can often be easily varied by trying other adjectives that are synonyms or similar. For *It's great for ...*, elicit some possible substitutions for *great*. Point out that the substitutions should be positive adjectives. Some examples include: *It's good for ...*; *It's terrific for ...*; *It's useful for ...*

A Give students time to preview the task.

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

B Give students time to preview the task.

▶ **3.3** Play the video. Have students do the exercise individually. Then play it again to check answers to **A** and **B** as a class.

3B

Tech in healthcare

LESSON OVERVIEW

Aims: Understand an infographic about healthcare technology; talk about cause and effect; describe technology

Infographic Summary: Students are introduced to ways in which technology is changing healthcare. Mobile devices, wearable technology, and apps are being developed to help improve the way we monitor and manage our well-being.

LANGUAGE FOCUS

A Have students look over the infographic. Point out the statistics and ask students to raise their hands if they use a smartphone or other wearable technology for gathering data about their health or for getting health-related information.

B Read the question aloud.

3.5 Play the audio. Have students do the exercise individually.

Note that a *sleep tracker* is also called a *sleep monitor*. Elicit answers to more detailed questions about the audio/video. Ask the following:

How is the speaker feeling? (tired)

What's the speaker's problem?
(not sleeping well)

Why is a sleep tracker useful?
(It monitors quality of sleep.)

What does a sleep tracker measure?
(air temperature, amount of light and noise, breath)

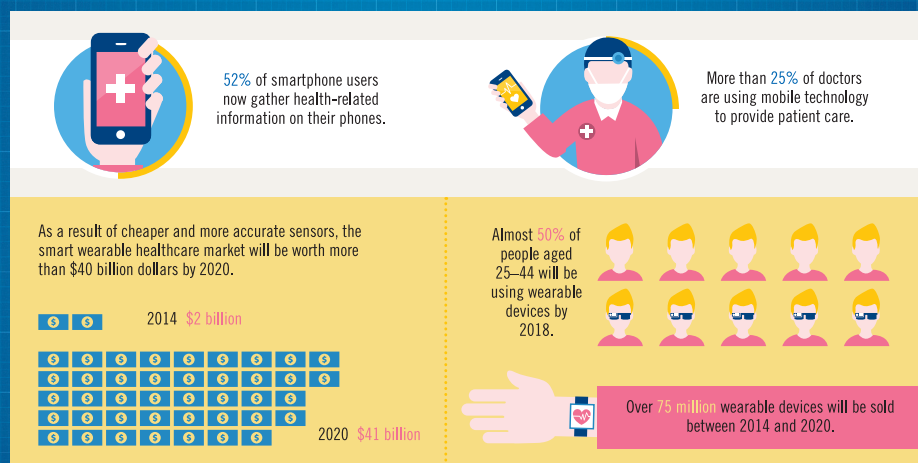
3B Tech in healthcare

LANGUAGE FOCUS Discussing mobile healthcare

A Read the information. Do you look up health-related information online? What do you look for?
Answers will vary.

HEALTHCARE IS GOING MOBILE

Technology is changing the way we monitor and manage our health.



B **3.5** Listen to the conversation. What does the woman recommend her friend to do? Discuss with a partner. *The woman recommends that the man use a sleep tracker.*

C **3.5** Listen to the conversation in **B** again. Complete the sentences from the conversation.

- I had a terrible night's sleep because I kept waking up.
- I can't really focus in class sometimes as I'm so tired.
- You'll get to know your sleep habits, so you can see what helps you sleep.
- You might find that after exercise, you're able to sleep better.

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C Have students preview the task.

3.5 Play the audio again, pausing after each sentence so that students can fill in the blanks. Check answers as a class.



D ▶ **3.6** Listen to the following statements. Circle T for true or F for false.

- In 2002, Michael Lwin returned to Myanmar. T **F**
- Yar Zar Minn Htoo had become infected with the hepatitis B virus. **T** F
- Lwin and Yar Zar Minn Htoo established Koe Koe Tech together. **T** F
- Kyan Mar Yae is the general health app which help users diagnose their diseases using their phones. T **F**



Patients waiting to get a medical checkup at a hospital in Yangon, Myanmar.

SPEAKING Talking about healthcare tech Answers will vary.

A Read and study the language in the chart. Pay attention to the use of **cause and effect**.

Talking about cause and effect

Obesity can **lead to** other health problems, so **it's important to** have a healthy diet.
Health apps are becoming popular nowadays **because** people are more concerned about their health.
Elderly people usually require more medical care **due to** age-related illnesses.
You should eat less red meat, as too much of it can **lead to** heart disease.
As a result of improvements in medical technology, we are able to treat more illnesses.
Gathering personal health information has become easier because of the Internet.

For more information on **cause and effect**, see Grammar Summary 3 on page 153.

B Work with a partner. You are going to read about a type of healthcare technology that could be used in the future. **Student A:** Turn to page 129. **Student B:** Turn to page 130. Describe the technology you have read about to your partner, and explain the effects it could have on people in the future. Try to use **cause and effect**.

As edible sensors are able to constantly monitor your health, doctors can ...

3-D printers are very useful for healthcare because they may be able to quickly produce ...

25

D ▶ **3.6** Play the audio twice. Have students do the exercise individually, and then check their answers as a class.

Check understanding by eliciting the answers to the following questions:

Where are Lwin and Yar Zar Min Htoo from? (Lwin is from the U.S., Yar Zar Min Htoo is from Myanmar.)

What is Kyan Mar Yae? (a health app for mobile phones)

How does it help others? (people can get health information and advice)

Content Note

Koe Koe Tech continues to improve its mobile app and has also started developing new products. It is now working on health information systems for hospitals and medical facilities to keep track of data and records on their patients.

➔ **EXTENSION ACTIVITY** Have pairs search online for an update on Koe Koe Tech. Ask them to find out how the technology has improved and what new services they are offering. Ask students to check about the various apps.

SPEAKING

A Have students read over the language chart and pay attention to the connectors in blue.

Go over the meaning and use of language for talking about cause and effect.

Grammar Note

The language chart reviews conjunctions that join two clauses for talking about cause and effect, including *so*, *because*, *due to*, *as*, *as a result of*, and *because of*.

The word *so* introduces an effect (or result or consequence): *I have a cold, so I can't go to the party.*

Both *as* and *because* are followed by the cause (or reason). The *because*-clause usually comes in the second part of a sentence, but not always. *Because* places stronger emphasis on the reason than does *as*! *I can't go to the party because I have a cold.*

With *as*, the emphasis is more on the effect: *As I have a cold, I can't go to the party.* The clause that begins with *because* or *as* can come at the beginning or end of a sentence.

Students may also be familiar with the word *since*, which can be used in the same way as *as*. The words *since* and *as* are more formal sounding than *because*.

Both *due to* and *as a result of* are even more formal ways to introduce a cause (or reason).

B Assign each student role A or B. Give students time to study the information about their device before sharing what they know with a partner. Students may use a dictionary to check any unfamiliar language in their descriptions.

Explain they are making predictions in their discussions. Elicit what tense they should use (future tense).

★ **CHALLENGE** After pairs discuss, the class students into A and B groups. Ask each member to share one important benefit that they think their device will have. Then have the class vote to see which device would be more beneficial.

3C

My simple invention, designed to keep my grandfather safe

LESSON OVERVIEW

Aims: Watch and understand a short talk; observe how to open a talk with interesting facts

Target Vocabulary: concerned, detects, diagnosed, sensor, struggled

TED Talk Summary: Kenneth Shinozuka was a teenager when he invented a device to help his family take care of his grandfather with Alzheimer's disease. Shinozuka explains how his personal experience with his grandfather's nightly wandering led him to his innovation. He made a sensor to put in his grandfather's sock so that his family could be alerted anytime his grandfather left the bed at night and wandered off. Shinozuka continues to test his device in hopes to make it a marketable product that many can benefit from.

PREVIEWING

Have students read the paragraph individually. Remind students 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.

3C

My simple invention, designed to keep my grandfather safe

TED TALKS

KENNETH SHINOZUKA has been designing smart products since he was six years old. Ever since his grandfather was **diagnosed** with Alzheimer's disease, Kenneth's family has **struggled** to care for him. **Concerned** by this, Kenneth designed a smart device. The **sensor** in the device **detects** pressure when someone steps on it. Kenneth Shinozuka's idea worth spreading is that smart uses of sensory technology can improve our lives as we age—particularly for Alzheimer's patients and those who care for them.



PREVIEWING

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

- | | |
|--|------------------------------|
| 1 worried | _____ <u>concerned</u> _____ |
| 2 notices something | _____ <u>detects</u> _____ |
| 3 had difficulty | _____ <u>struggled</u> _____ |
| 4 identified a medical condition | _____ <u>diagnosed</u> _____ |
| 5 a device that responds to things like light or sound | _____ <u>sensor</u> _____ |

VIEWING



A ▶ **3.7** Watch Part 1 of the TED Talk. Choose the correct options.

- Kenneth's grandfather's condition brought a lot of stress to his family because he often _____ .
 - couldn't go to sleep
 - wandered off by himself
 - couldn't express his thoughts
- Kenneth was worried about his aunt's well-being because she was _____ .
 - not eating healthy meals
 - often getting sick
 - not getting enough rest at night

26

VIEWING

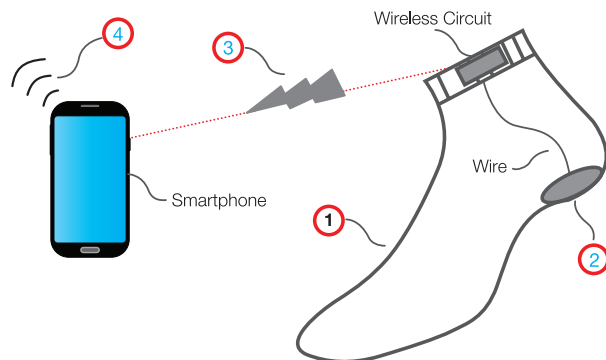
A Have students preview the task. Encourage students to guess the answers based on the knowledge they have gathered so far.

▶ **3.7** Play Part 1 of the TED Talk. Then check answers as a class. Ask students for more details, such as *When does his grandfather usually wander off?* (at night) Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *triples* and *firsthand*.

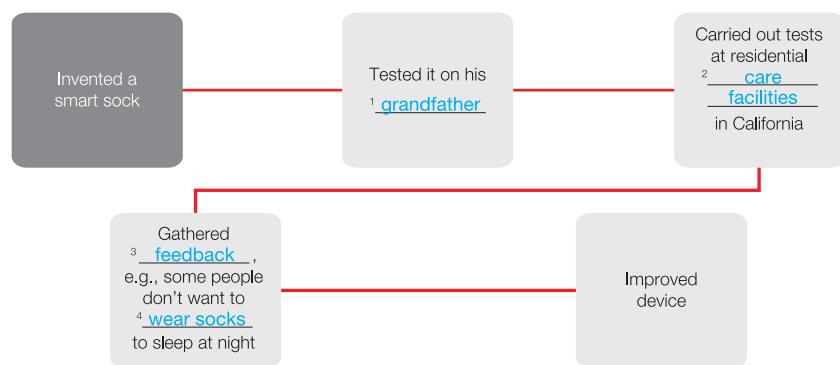


B ▶ **3.8** Watch Part 2 of the TED Talk. Complete the labels describing how Kenneth Shinozuka's invention works. Then number the steps from 1–4.

- 1 Patient puts sock on.
- 2 When the patient steps on the floor, the pressure sensor detects a(n) increase in pressure.
- 3 Sensor sends a wireless alert to the caregiver's smartphone.
- 4 Smartphone makes a(n) sound/noise.



C ▶ **3.9** Watch Part 3 of the TED Talk. Complete the diagram showing Kenneth Shinozuka's invention and research process.



D CRITICAL THINKING Answers will vary.

Inferring Work with a partner. Look at the quote below. What other correlations would you look for?

"I'm currently examining correlations between the frequency of a patient's nightly wandering and his or her daily activities and diet."

correlations.

D CRITICAL THINKING Read the quote aloud. Explain the meaning of *correlation*. Elicit ideas after students discuss. Possible correlations include the type of bed, what the patient eats or drinks before bed, whether there is a pet in the room or not, and so forth.

Language Note

Part 1

Something *tripled* becomes three times its usual size or amount.

To experience something *firsthand* means that you did it yourself or that it happened to you.

Part 2

The adjective *preliminary* refers to something done first in order to prepare for what's coming next.

The phrase *stems from* is a synonym for *comes from* or *is caused by* that is often used in academic language.

When Shinozuka says that *a desire was implanted in me*, he means that he felt his belief deeply. One use of the verb *implant* is to show that an idea is firmly established in your mind.

Part 3

A *beta test* is a preliminary test on a new item or product done to find out what needs to be improved.

The *residential care facilities* that Shinozuka refers to are homes where Alzheimer's patients live and are taken care of, but these are also homes for elderly or sick people.

A *marketable product* is a product that is going to sell well.

A *correlation* refers to a link or connection between two things. In scientific and academic research, the term is used in regard to factors that are affecting an outcome.

B Have students preview the task. Give them enough time to look over the diagram in detail.

▶ **3.8** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *preliminary*, *stemmed from*, and *implanted in me*.

★ **CHALLENGE** Ask students to work in pairs to describe how the device works. Elicit a quick review of language for describing sequences (*first*,

second, *third*, *then*, *next*, *finally*, etc.).

C Have students preview the task. Encourage them to guess answers based on what they've learned so far about Shinozuka's invention.

▶ **3.9** Play Part 3 of the TED Talk. Have students check their answers in pairs first. Then have students watch the check-your-answers part of the video.

Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *beta test*, *residential care facilities*, *marketable product*, and

VOCABULARY IN CONTEXT

A ▶ **3.10** Play the video. If necessary, play it again.

B Have students work individually to complete the activity. Check answers as a class. Elicit or explain the meaning of each vocabulary word.

PRESENTATION SKILLS

Read the information aloud as students read along. Elicit ideas about why starting with an interesting fact can be a useful presentation technique. Explain that facts are believable and that getting the audience's attention from the beginning encourages them to be engaged listeners.

Point out that the examples given in the **Presentation Skills** box include two questions and two statements.

Have students preview the task.

▶ **3.11** Play the video and check answers as a class. Ask students to explain what kind of impact the statistics had on them as audience members.

★ **CHALLENGE** Have students work in pairs to present the statistics in the activity using other language. Tell students to use the language in the **Presentation Skills** box or their own words. Partners should practice introducing an interesting fact to each other.

➔ **EXTENSION ACTIVITY** Ask students to brainstorm some ideas for how Shinozuka can use his device on patients who don't like to wear socks when they sleep. Have them work in groups and present their ideas.

VOCABULARY IN CONTEXT



A ▶ **3.10** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: a, 2: b, 3: b, 4: c, 5: c

B Complete the sentences with the words from the box.

firsthand stem from incorporate keep an eye on overwhelming

- Caregivers or family members need to keep an eye on people with Alzheimer's.
- Some medical conditions such as obesity may stem from bad lifestyle choices.
- There is overwhelming evidence that smoking causes lung cancer.
- Inventors have to incorporate feedback from users to improve their creations.
- Many caregivers experience firsthand how hard it is for people with Alzheimer's to get on with daily life.

PRESENTATION SKILLS Opening with interesting facts

Start your presentation with interesting facts to get your audience's attention.

*Did you know that ...? You may not know that ...
Here is a fact you may not know ... What do you think ...?*



▶ **3.11** Watch part of Kenneth Shinozuka's TED Talk. Complete the facts he gives.

- "What's the fastest-growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease."
- "Every 67 seconds, someone in the United States is diagnosed with Alzheimer's."
- "As the number of Alzheimer's patients triples by the year 2050, caring for them, as well as the rest of the aging population, will become an overwhelming societal challenge."



Kenneth Shinozuka hopes to turn his invention into a product that can help people with Alzheimer's.

Skills Note

Shinozuka uses certain techniques to keep his audience engaged. One is that he tells a personal story. Another is that he introduces surprising statistics.

Note that Shinozuka opens by asking a rhetorical question to the audience (*What's the fastest-growing threat to Americans' health? Cancer? Heart attacks? Diabetes?*), which he answers with an interesting fact (*The answer is actually none of these; it's Alzheimer's disease. Every 67 seconds, someone*

in the United States is diagnosed with Alzheimer's). Point out that questions are another way to catch the audience's attention, so combining an interesting fact with a question is an especially effective way to grab the audience's attention.

3D Healthcare solutions

COMMUNICATING Innovative healthcare solutions Answers will vary.

A Work in small groups. Choose one of the scenarios below.

Scenario A

Person A is 70 years old. He is no longer able to walk more than a few meters on his own. He lives alone and is finding basic chores like cleaning and shopping very difficult.

Scenario B

Person B is 65 years old. She needs to take medicine regularly as she suffers from several medical conditions. However, she often forgets to take the medicine. Sometimes she even takes the wrong medicine or the wrong amount.

Scenario C

Person C is a 24-year-old athlete. He is training for a competition next month. He has to keep to a strict, healthy diet in order to be at his best during the competition. However, his training schedules are very busy and he doesn't have enough time to plan his meals properly.

B In your group, brainstorm possible tech solutions that could help make life easier for the person. Think about the problem the person faces, how it affects his or her daily life, and how technology can help.

C Take turns explaining your group's scenario and presenting your tech solution to the class. Then vote for the most innovative idea.

Talking about problems and solutions

He finds it difficult to ... This ... can aid the person in ...
He struggles with ... One way to improve the situation is ...

The person in our scenario faces the problem of ...

He can use this tech product to help with ...



3D

Healthcare solutions

LESSON OVERVIEW

Aims: Brainstorm and present ideas for tech solutions; practice talking about problems and solutions; design an advertisement

COMMUNICATING

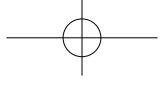
A Divide the class into small groups and assign each group to scenario A, B, or C. Give groups time to review the descriptions.

B Give students one minute to think of ideas on their own. Then give groups enough time to share and brainstorm ideas. Remind students that sometimes the simplest solutions, like Shinozuka's sock sensor, are the most effective. Tell groups to choose one member to write down ideas in a mind map.

C Read the expressions in the **Talking about problems and solutions** box aloud. Students can use any of these phrases in their presentations. Groups will explain their problems and solutions to the class, and each group member must participate in the presentation. After each group gives its presentation, encourage students to ask questions about the product or to offer their opinions. After all groups present, take a vote for the most innovative and effective product.

Remind students to practice the relevant presentation skills they've learned so far: helping your audience visualize and opening with interesting facts.

Model the example. Point out that the speaker first introduces the problem, then the solution. Point out that students will most likely spend more time talking about the solution than the problem.



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GROUP WORK

Tell students to make an advertisement for a technology product. They should focus on the selling points of that product.

GROUP WORK *Designing an advertisement* *Answers will vary.*

- A** Work in groups. Make an advertisement for your tech solution. You need to introduce selling points for your product. Below are some expressions you can use in your advertisement.

Let me show you ...
How about taking a look at our latest product for ...?
Here is the perfect solution to your ... problem.
Our new ... will help you ...
It is made offfrom ...
It is convenient for ...
... will appeal to many users ...
It's not only ..., but it's ...
It is a real bargain at only ...

- B** Each group chooses 1–2 student(s) to present the advertisement for the class. Then vote on the most innovative one. Take some notes if you need.

Presentation 1 Talking about how you can make a difference

MODEL PRESENTATION

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

finished	because	going to tell	will make
did you know	so	spent	ends up

Hi. I'm Lori. It's nice to be here today. ¹ Did you know that in the Pacific Ocean, there's a huge body of plastic trash floating around that's twice the size of Texas? We have a really big problem with trash in the world. Today, I'm ² going to tell you about what I do to help and how you can get involved, too.

A lot of trash ³ ends up on the beach, in rivers, or in the sea. All this trash harms humans and wildlife ⁴ because it pollutes our environment and poisons our food sources. I live near the sea, ⁵ so I decided to volunteer for a beach clean-up a few Sundays ago. There were about 20 of us. We had our own buckets and gloves, and ⁶ spent a couple of hours picking up all the trash. Here's a picture of the trash we collected. And this picture shows how the beach looked when we ⁷ finished. Seeing the clean beach at the end was really satisfying. It was fun, too, and I made some new friends.

So, that's how I help. I can only play a small role, of course, but when lots of people join in, it makes a big difference. I encourage you to try a clean-up. It's fun, easy to do, and worthwhile. And you ⁸ will make new friends, too. Thanks for listening.



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

C **P.1** Review the list of presentation skills from Units 1–3 below. Which does the speaker use? Check (✓) them as you watch again. Then compare with a partner.

The speaker ...

- helps the audience visualize by
 - doing a demonstration
 - giving interesting facts
 - telling a story
 - using visuals
- comments on visuals
- opens with an interesting fact

D **P.1** Do you remember the way Lori draws attention to the visuals? Complete the sentences below. Then watch and check. Notice her gestures.

“Here's a picture of the trash we collected. And this picture shows how the beach looked when we finished.”

31

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. Helping the audience visualize
2. Commenting on visuals
3. Opening with interesting facts

Elicit the interesting facts that the speaker uses for introducing the topic. (*There is a huge body of plastic floating around that's twice the size of Texas*). Ask students how the speaker helps us visualize this fact. (*We can easily imagine something twice the size of Texas*).

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

Helping the audience visualize: Give a demonstration, tell a story, use visuals, and share interesting facts and statistics.

Commenting on visuals: Draw attention to the visuals and highlight important parts.

Opening with interesting facts: *Did you know that ...? Here is a fact you may not know ...; You may not know that ...; What do you think ...?*

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

Elicit the gestures that Lori uses. Ask students to comment on how those gestures helped her presentation.

Presentation 1

LESSON OVERVIEW

Aim: Using each of the presentation skills they learned in Units 1–3, students give a short presentation to introduce an issue they care about.

MODEL PRESENTATION

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

1. Who is speaking? (*Lori*)
2. What is she talking about? (*pollution on beaches and in the oceans and rivers*)
3. What story does she tell? (*about joining in on a group clean-up at the beach*)
4. What is the purpose of the presentation? (*to introduce a cause and inspire others to act*)

B **P.1** Play the video to check answers. Ask students to describe the visuals that Lori used. Then elicit opinions about whether the visuals were effective or not.

YOUR TURN

A Give students time to write their presentation notes. Point out that they can write linear notes or a concept map, whichever they prefer. Ask students to choose an issue that they care about and to think about how they can make a difference.

Ask students to think about whether they have any stories to share and/or interesting facts or statistics to open their presentations with. If necessary, give them some time to search online.

For support, go over the organization of Lori's speech again in more detail. Ask:

How does she open? (with an introduction and an interesting fact)

What language does she use to introduce her topic? (Today, I'm going to tell you about ...)

Where in the speech does she tell her story and use visuals? (in the middle)

How does she close? (by encouraging the audience to do something and by thanking them)

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. Elicit some ideas for possible visuals: pictures, photographs, infographics, videos, and so forth. If necessary, elicit some additional phrases for commenting on visuals (*Now, notice that ...; Can you see ...; So, if you look at ...*).

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**.

YOUR TURN Answers will vary.

A You are going to plan and give a short presentation about how you can make a difference. Think about what you want to do, and make notes in the box below.

How I can make a difference

Why I think it can help

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

Useful phrases

Beginning:

*It's great to be here today.
Did you know that ...?
I'm going to ... / I'd like to ...*

Commenting on visuals:

*This picture shows ...
Here's a picture of ...*

Concluding:

*So, in conclusion, ...
I encourage you to ...
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 ...

- helps the audience visualize by
 - doing a demonstration
 - giving interesting facts
 - telling a story
 - using visuals
- comments on visuals
- opens with an interesting fact

D Give your partner some feedback on their talk. Include at least two things you liked and one thing that could be improved.

That was a great presentation. You gave interesting facts and included beautiful pictures. Maybe you could talk a bit more about the pictures.

32

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

Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example. (*Your opening really got my attention*). Next, students can offer any points that need to be improved. (*You could have made better eye contact*).

4 Designing the Web

“Consider the fact that Google processes over one billion search queries every day, that every minute, over 100 hours of footage are uploaded to YouTube.”



Margaret Gould Stewart
User experience designer, TED speaker

4

Designing the Web

Idea Worth Spreading

Designing for a global user base requires putting the user experience first while at the same time believing your product will make a difference to the entire world.

WARM UP

Have students look over the picture, caption, and quote. Read the quote aloud and explain the meaning of *search queries* and *footage*. Note that the quote will not be heard in the video clip.

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

For question 1, have the class brainstorm things that students think of when they hear “classic design.” Stewart mentions *finely crafted objects, logos, posters, and maps*.

For question 2, play the clip again so students can hear about the kinds of designing she does (*you use it every day, it changes all the time, it lives inside your pocket*). Students discuss in pairs.

Draw students’ attention to the quote on the page again. Ask them to connect their ideas in question 2 to the quote about Google and YouTube. Explain the idea of *user experience*.

UNIT GOALS

In this unit, you will ...

- talk about digital products and how they are designed.
- watch a TED Talk about designing for all kinds of users.
- give advice on how to design a website.

WARM UP



▶ **4.1** Watch part of Margaret Gould Stewart’s TED Talk. Answer the questions with a partner.

- 1 What examples of classic design can you think of?
Answers will vary.
- 2 What do you think Stewart means by designs that “live inside your pocket”? *She is referring to the design of digital experiences that we come across when we use devices like smartphones.*

33

UNIT GOALS

In this unit, students will learn about design and technology and discuss user experience. They will continue to talk about trends, tech, and cause and effect as well as discuss problems and solutions, compare services, and review products. By the end of the unit, students will be able to describe and discuss user experience.

TED Speaker

Margaret Gould Stewart works at Facebook designing user experience. She is an expert on designing sites that millions use.

TED Talk Summary

Stewart shares the lessons she’s learned while designing for a massive, global audience. Two such lessons are that little things matter and you have to consider a range of circumstances for your global users, down to their devices.

Language Note

A *search query* is a website’s search function.

Footage refers to unedited and raw video.

User experience refers to how a person experiences a website or an app.

➔ **EXTENSION ACTIVITY** Have students work in small groups and share what types of mobile devices are typical in their hometowns. Ask them to also talk about trends for websites and apps. What app was everyone using five years ago? What about now?

4A

Technology and design

LESSON OVERVIEW

Aims: Learn language for talking about websites and apps; listen to a website designer; practice talking about experiences

Target Vocabulary: browse, button, download, function, log in, logo, rate, review, search

VOCABULARY

A Have students work individually to complete the activity.

4.2 Play the audio to check answers. Explain that some of the words can be used as both nouns and verbs (*download, log in, review, search*).

B Have students work individually before checking answers in pairs. For item 1, elicit other famous logos that students know.

C Encourage students to share about what they like to read, watch, or do online, and what kind of products or services they tend to write reviews or give a rating for. Write some additional expressions for their conversations: *I often search for ...; I sometimes go online to find ...; I like to look at websites about ...; I sometimes write reviews for ...*

4A Technology and design

VOCABULARY Describing website features



A 4.2 Complete the labels using the words in the box. Then listen and check your answers.

search	browse	review	download
rate	button	log in	logo

This is the website's ¹ logo.

Use the ² search box to look for posts you're interested in.

Enter your user name and password to ³ log in.

You can ⁴ browse the sidebar for the latest posts.

Click on the "share" ⁵ button to send the link to someone else.

You can ⁶ download the recipe by clicking on this icon.

Click on one of these icons to ⁷ rate the post.

Click to read the ⁸ review of a café.

B Complete the sentences. Circle the correct words.

- McDonald's golden arches and Starbucks's mermaid are examples of famous (logos/ buttons).
- A lot of people go online to write (downloads/ reviews) of the products they buy.
- Customers usually (rate/ log in) a product based on price and how user-friendly it is.
- It's easy to look for information by (downloading/ browsing) the Web.

C Work with a partner. What kinds of apps do you usually download? Have you ever written an online review? *Answers will vary.*

I usually download news apps. I like to keep up with current events.

I prefer downloading gaming apps. My favorite is ...

34

Language Note

Download, log in, review, and search can act as both nouns and verbs. *Log in* can also be spelled as *login*.

Internet words change and adapt according to user trends. Some words that start as nouns may become verbs. A well-known example is *google*, meaning to search online.

Other common terms related to websites and apps include: *upload, post, click, link, chat, message, comment, tweet, like, browser, page, tabs, inbox, homepage, profile, feed, friend, streaming, trending, social media, and news feed*.

EXTENSION ACTIVITY Have students work in groups to brainstorm words related to websites or apps. Then elicit words from each group to create a word web on the board. For an extra challenge, students can focus on words that have a different meaning online than offline such as *button, post, chat* and *like*. Tell groups to define both online and offline uses of the words.

LISTENING Designing websites

Stating your points

Here are some commonly used phrases for listing points.
First/Second, ... Also, ... One other thing is ...



A ▶ **4.3** Watch web designer Carrie Cousins talk about the work she does. How does she define “user experience”? Discuss with a partner. *it's how a person feels when using a website.*



B ▶ **4.4** Watch Cousins talk about the things she focuses on when designing a website. Match them to their explanations.

- | | | | |
|-----------------|---|---|------------------------------------|
| 1 functionality | ○ | ○ | The content is nice to look at. |
| 2 readability | ○ | ○ | The website solves a user problem. |
| 3 usability | ○ | ○ | The website is easy to navigate. |

C CRITICAL THINKING *Answers will vary.*

Evaluating Work with a partner. What other things do you think are important to consider when designing a website? Why?



Web designer Carrie Cousins has more than 15 years of experience in the media industry.

SPEAKING Talking about making decisions



A ▶ **4.5** Listen to the conversation and fill in the blanks with what you've heard.

- A: Hey, is that a new tablet? I didn't know you had one.
 B: Yeah, I looked around and finally decided on this one.
 A: It looks great. ¹ How did you decide which one to get?
 B: Well, I checked out ² the company's website and watched their promotional videos. I also read a lot of reviews online.
 A: Did you compare prices?
 B: Yeah, this model is the best, I think. It's not the most expensive, and it has ³ pretty good features for the price.
 A: What do you like most about it?
 B: The size. It's smaller than ⁴ standard tablets, so I can easily carry it around.

B ▶ **4.5** Listen to the conversation again and mark the words or phrases with ↗ for a rising tone (升调), ↘ for a falling tone (降调), and — for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

C Work with a partner. Think of something you bought recently and describe your experience. Use the expressions in blue above to help you. *Answers will vary.*

I bought a new pair of earphones over the weekend.

How did you decide which ones to get?

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★ **CHALLENGE** Have students work in pairs. Ask them to discuss whether they agree with the speaker's opinions about what is most important. Point out that they may have a different perspective since they are users, not designers.

C CRITICAL THINKING Read the questions aloud. Tell partners to brainstorm points that are important for designing websites. Remind students to consider their perspectives as users, too.

SPEAKING

A Give students time to preview the task.

▶ **4.5** Play the audio. Have students do the exercise individually. Have students check answers as a class.

B Play the audio again. Ask students to practice the conversation, paying attention to the right pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check the answers as a class.

C Tell students that they don't have to talk about websites or online user experience, but can talk about anything they want. Explain that the focus is on how students made the decision to buy or experience something, and their impression of the product. Model the examples in the textbook for the class, adding follow-up questions and responses.

⊕ **SUPPORT** Write follow-up questions on the board:

*Do you like it?
 What do you think of it?
 Is it worth the price?
 What do you like most about it?*

LISTENING

A Read the information in the **Stating your points** box aloud as students read along. Explain that this is useful language listing points in reviews and presentations, as well as when sharing ideas or opinions. Have students preview the task. Read the questions aloud for the students.

▶ **4.3** Play the video. Write *web designer* on the board. Check answers as a class. Then elicit points about the job (creating interfaces for websites and apps).

B Tell students that they are going to watch another clip for more details.

▶ **4.4** Play the video again. Check answers as a class.

4B

User experience

LESSON OVERVIEW

Aims: Understand a timeline about the influence of user reviews; make comparisons using comparatives and superlatives; talk about making purchases based on user reviews

Infographic Summary: User reviews have become a powerful tool for consumers. The infographic shows us that most people trust online reviews and use them to inform their shopping decisions.

LANGUAGE FOCUS

A ▶ **4.6** Have students look over the infographic.

Tell students to think about their own experiences with user reviews. Ask them to share with a partner what their typical online shopping experience is like. Is there a typical process they follow before they buy?

B Have students preview the task.

▶ **4.6** Play the audio. Have students answer the question individually. check answers in pairs. Elicit more details about the conversation. Ask: *What kind of food are they going to eat?* (Italian)

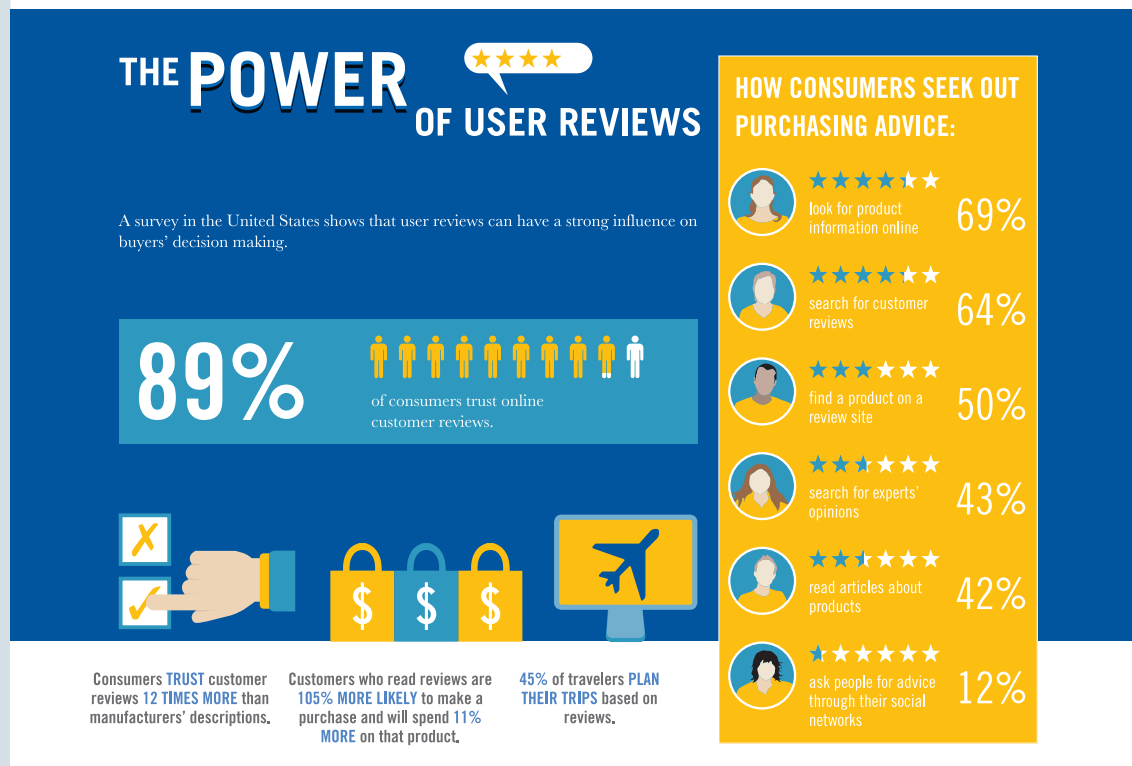
How many reviews did the restaurant have? (five)

Where did they find the reviews? (on a review site)

4B User experience

LANGUAGE FOCUS Discussing the influence of user reviews

A Read the information. How often do you buy something online? How important are user reviews to you? *Answers will vary.*



B ▶ **4.6** Listen to the conversation. What do the speakers decide to do? Discuss with a partner.
They decide to go to the restaurant and check it out.

C ▶ **4.6** Listen to the conversation in **B** again and fill in the missing blanks.

- The woman is **more confident than** the man about the reliability of online reviews.
- The man thinks that checking out the restaurant in person is **better than** reading online reviews.

C Have students preview the task. Encourage them to make guesses based on their first listening.

▶ **4.7** Play the audio, pausing after each sentence so that students can fill in the blanks. Check answers as a class.



D ▶ **4.7** Listen to the following statements. Circle T for true or F for false.

- | | | |
|---|----------------------------------|----------------------------------|
| 1 Not many customers like to read online reviews in order to make a decision. | T | <input checked="" type="radio"/> |
| 2 People found customer reviews are more reliable than the advertisement. | <input checked="" type="radio"/> | F |
| 3 The customer reviews have not much influence on businesses. | T | <input checked="" type="radio"/> |
| 4 Consumers like to compare prices of the same goods offered by different businesses. | <input checked="" type="radio"/> | F |



Note that *than* appears after the adjective. When a comparison is being made using *just as* + adjective + *as*, it means that the two things both have the characteristic being discussed to the same degree.

SPEAKING Making decisions based on user reviews

Answers will vary.

A Read and study the language in the chart. Pay attention to the use of **making comparisons**.

Comparing products and services

I think using ... is **easier than** ...
 I think it's **much more efficient** to ... than ..., so I prefer ...
 Many consumers search online for **the best** product available before buying.
 Some ... are **just as expensive as** ... these days, so ...
 These days, people use their phones in **very different** ways **from** just ten years ago.
 ... today have pretty much **the same** functions **as** ..., but the price of ...

For more information on **making comparisons**, see Grammar Summary 4 on pages 153–154.

B Work with a partner. You are planning to buy a virtual reality headset. Turn to page 132 and read the reviews of two products. Discuss the following questions.

- 1 What features do you think are most important? Why do you think so?
- 2 How do the products compare in terms of the features you're looking for?

C Decide which product you want to buy. Describe the product you chose and give reasons for your choice. Try to make **some comparisons**.

I chose number 1. It's lighter and cheaper, so ...

Having a lot of features is good, but the price ...

SPEAKING

A Have students read over the language chart for **Comparing products and services**.

Review comparatives and superlatives. Then explain the use of *than* and *as* when comparing. Direct students to pages 153–154 of the Student's Book for more information.

B Give students time to read the product reviews before discussing. Explain that they will each choose one product to purchase. Explain the meaning of *virtual reality headset*. Pairs should discuss both headsets and refer to the language chart to support their discussion.

C Model the conversation. Explain to students that they should say what convinced them to choose the product that they did. Ask for volunteers to share their choice and the reasons why. Encourage students to use the language they learned in Unit 3 for talking about cause and effect (reason and result) when sharing their reasons for choosing a headset.

➡ **EXTENSION ACTIVITY** Have partners work together to do an online video review of one of the items. Explain that they are online reviewers who make videos to evaluate new products and post them online. Tell them to explain the product, give a demonstration, and review it. Have pairs present their reviews to the class. If the technology is available, have students make videos to post online for each other to view and comment on.

D Have students work individually.

▶ **4.7** Play the audio twice and then check answers. Ask students to name some online comparison sites that they use.

Grammar Note

Note that the language in the chart focuses on making comparisons and offers examples with both comparative adjectives and superlative adjectives. Comparatives compare two things (*taller*), and superlatives compare several things in a group (*tallest*).

Comparatives are usually formed by adding the suffix *-er* to adjectives with one syllable (*longer*) or two syllables if the word ends in *-y* (*sunnier*). Otherwise, use *more* or *less* (*more/less crowded*, *more/less interesting*, *more/less shy*).

Superlatives are formed by adding the suffix *-est* for one syllable (*longest*) or two syllables if the word ends in *y* (*sunniest*). Otherwise, use *most* or *least* (*most/least careful*, *most/least beautiful*, *most/least watery*).

Content Note

A virtual reality headset is a headset with goggle-type glasses that immerses the user in the world of a video game or other virtual entertainment. The headsets aim to make the users feel like they are located inside that world.

4C

How giant websites design for you (and a billion others, too)

LESSON OVERVIEW

Aims: Watch and understand a talk about designing for a very large audience; practice asking questions to the audience

Target Vocabulary: audacity, constraints, humility, scale, unprecedented

TED Talk Summary: In her informative TED Talk, Margaret Gould Stewart explains the lessons she's learned while working for some of the biggest websites in the world. First she talks about the importance of website design, and how websites like Facebook, which has over 1 billion users, have the potential to change the world. In acknowledging the power these sites have, a designer also realizes that designing for such a massive audience requires continuous research and refining. She says the job is exhilarating and frustrating, but knowing she is creating a product that can improve the world keeps her engaged, focused, and humble.

PREVIEWING

Give students enough time to read the definitions. Tell students to use the background knowledge that they now have about Stewart while listening to her TED Talk. Point out the usefulness of background knowledge for listening comprehension. Check answers as a class. If necessary, explain the meaning and elicit additional example sentences with each word.

4C

How giant websites design for you (and a billion others, too)

TED TALKS

MARGARET GOULD STEWART has spent her career asking the question, "How do we design user experiences that change the world?" She has managed user experiences for some of the most visited websites in the world, including YouTube and Facebook. The wide reach of these websites means that Stewart has had to deal with **unprecedented** challenges and **constraints**. Margaret Gould Stewart's idea worth spreading is that designing at a global **scale** requires both the **audacity** to believe your product is needed by the whole world, and the **humility** to understand that your audience is far more important than you as a designer.



PREVIEWING

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

- | | | | |
|---|--|-------|-------|
| 1 | the quality of not being proud | _____ | _____ |
| 2 | confidence or courage to take risks | _____ | _____ |
| 3 | the size or level of something | _____ | _____ |
| 4 | things that limit what you can do | _____ | _____ |
| 5 | not done before or hasn't happened in the past | _____ | _____ |

VIEWING



A **4.8** Watch Part 1 of the TED Talk. Check (✓) the sentences about design challenges that Margaret Gould Stewart mentions.

- Designers need to believe that their products are something the world wants.
- Users differ greatly in the kinds of things they want.
- Designers must understand that their work may have an important impact on people's lives.
- There are no fixed ways of doing things or guaranteed success when designing at scale.

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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. Write on the board: *What do you think of when I say the word design?* Ask students to share the images they think of when they hear the word *design*. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *finely crafted*, *timeless*, *at scale*, and *networks*.



B ▶ **4.9** Watch Part 2 of the TED Talk. Which of the following describes the lesson learned from designing the Facebook “Like” button?

- a When you are designing on a huge scale, every detail—no matter how small it seems—is important.
- b It’s necessary to spend a lot of time and effort redesigning elements many times in order to make sure that the overall design fits the brand image.
- c The smallest design details are the most important when designing on a huge scale, and you need to get the best designers to work on them.



C ▶ **4.10** Watch Part 3 of the TED Talk. Check (✓) the information Margaret Gould Stewart is likely to agree with.

- People who design at scale _____.
- need to design for low-end cell phones
 - should try using their products in different languages
 - need to try out their products on both old and new phones
 - should find ways to cut costs

D CRITICAL THINKING Answers will vary.

Inferring Margaret Gould Stewart describes her work as something that isn’t always glamorous. What does this say about the work she does?

If you want to design for the whole world, you have to design for where people are, and not where you are.



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B Have students preview the question and answers.

▶ **4.9** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *out of sync*, *constraints*, *gradient/degrade*, and *a huge pain in the butt*.

C Have students preview the question and answer choices. Explain that students will infer their answers based on what they hear her say in the video.

▶ **4.10** Play Part 3 of the TED Talk. Have students do the exercise individually. Check answers as a class. Elicit the meaning of the quote in relation to the picture on the page. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 3 include *in earnest*, *low-end*, and *get your head around it*.

D CRITICAL THINKING Give students a few minutes to think and take notes about their ideas and then summarize what they think Stewart means. Ask pairs to share one point they

discussed.

Note that Stewart is referring to the reality that the majority of her users live in developing countries and don’t have access to the same levels of technology that she does. She knows that she will only be able to create a great website for everyone when she keeps these global realities in mind. To design for old cell phones is not thrilling work, which is what she means when she says it is not glamorous, but she knows that it is important work to reach people in places where the latest technology and gadgets aren’t available.

Language Note

Part 1

Something *finely crafted* has been made with great attention to detail.

Timeless means that it is not affected by fads or trends, but would be popular in any time.

Designing at scale means to design products (usually digital ones) that can reach potentially millions or even billions of users without breaking down or having issues.

The *major U.S. networks* refers to the biggest TV companies in the United States.

Part 2

Out of sync means not working well together.

A *constraint* is something that prevents something else from happening—a limitation.

Part 3

Something done *in earnest* is done passionately.

To be *miffed* means to be angry or annoyed about something.

A *dead cell zone* refers to an area where a cell phone cannot connect to a network.

Low-end is cheap and not well made.

VOCABULARY IN CONTEXT

A ▶ **4.11** Play the video. Then play the check-your-answers part.

B Have students work individually to complete the activity. Check answers as a class. Ask students comprehension questions related to the TED Talk. For example: *What are some things that Stewart showed as examples of timeless design? (chair, maps, logos, watches, etc.)*

PRESENTATION SKILLS

A Read the information in the **Asking the audience questions** box aloud. Remind students that Kenneth Shinozuka opened his talk by asking a rhetorical question and giving an interesting fact as an answer. Have students preview the sentences.

▶ **4.12** Play the video. Have students do the exercise individually. Have students check answers in pairs. Explain the meaning of a *rhetorical question*.

Skills Note

Catching the audience's attention is a key part of giving a successful presentation. One way to do that is introduced in this unit's presentation skill: asking the audience questions.

When a speaker asks the audience a question, it is often rhetorical, one that does not require an answer but asked to make the listener think.

B Explain that students are going to practice the **Presentation Skill**. Ask them to choose a simple topic and give them time to write down ideas and questions to get their partner's attention. After pairs practice with each other, ask for volunteers to present to

VOCABULARY IN CONTEXT



A ▶ **4.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

B Complete the sentences. Circle the correct words.

- 1 Designers can (~~get their heads around~~ / keep in touch with) clients via email or social media.
- 2 Great designs are (timeless / out of sync)—they last forever.
- 3 Designers for huge websites should always (keep in mind / ~~get their heads around~~) that change needs to be managed carefully.
- 4 It can be difficult to (get your head around / ~~keep in mind~~) complicated computer terms unless they're explained simply.
- 5 I haven't done any design work in a while. I think I'm (out of sync / ~~keeping in touch~~) with the latest trends in design.

PRESENTATION SKILLS Asking the audience questions

Ask your audience questions to keep them engaged and to encourage them to think about the topic. Questions sometimes begin with *So* or *Now*.



A ▶ **4.12** Watch part of Margaret Gould Stewart's TED Talk. Complete the questions she uses in her talk.

- 1 "What do you think of when I say the word 'design'?"
- 2 "Now, why would we spend so much time on something so small?"
- 3 "So how do we keep this big, big picture in mind?"
- 4 "So what does it mean to design at a global scale?"

B Work with a partner. Take turns explaining the steps for doing something. Practice using questions in your explanation.

Do you often receive spam? Here's how you can prevent ...



the class.

➔ **EXTENSION ACTIVITY** Have students go online to look at the most recent design of the Facebook "Like" button. How has it changed? What do they think about the changes? Ask them to work in pairs to give a review of the latest button. Tell them also to decide what they want the next version to look like. Have students share their reviews and ideas with the class.

4D Making suggestions

COMMUNICATING Improving user experiences Answers will vary.

A Work in groups. Think of a website you've used that could be better designed. Brainstorm ways to improve the design to create a better user experience. Consider the following questions.

What's good about the website? _____

What doesn't work so well? Why? _____

How can it be redesigned to make it better for people to use? _____

B Describe the website your group chose to the class and suggest ways it can be improved.

Describing user experience

The website is not very user-friendly ...

It's easy/difficult to navigate ...

It has a simple/complicated design ...

The organization of the website is confusing ...

The website has a cool design, but it's difficult to find ...

Having fewer icons on the page would make the website ...

Visitors testing the products on display at the Mobile World Congress in Barcelona



4D

Making suggestions

LESSON OVERVIEW

Aims: Explain a plan to improve user experience; compare Android and iOS

COMMUNICATING

A Divide the class into groups. Explain that students are going to review a website. Ask them to first brainstorm a list of sites that they use regularly. Encourage them to choose a site that's well known.

After groups decide on a site, tell them to write the answers to the questions in the textbook. Point out that they should be making a list of what works well and what doesn't. If necessary, give students time to get online and go to the website to gather information to answer the questions. Tell students to think about all the aspects of user experience they've discussed in the unit.

B Explain that students are making a verbal review of the site. Draw students' attention to the expressions in the **Describing user experience** box.

Tell groups that each member should participate in the discussion. Explain that it's okay to refer to their notes when speaking, but that they shouldn't read aloud something they've written. Ask each member to share at least one positive or negative point about the site. Then have students make suggestions about how to improve it.

Encourage students to use the presentation skills that they've learned in the book so far.

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GROUP WORK

Ask students to think about their own user experience with mobile phones, and talk about the negative and positive sides of Android and iOS.

GROUP WORK Android vs. iOS Answers will vary.

- A** Work in groups. Talk about the features of the two cellphone operating systems by answering the following questions:

Which cellphone operating system are you using now, Android or iOS? Why?
Are there any problems in your operating system?

- B** Compare the two cellphone operating systems and fill in the form. Check (✓) the user experiences that you have, and write down your suggestions for improvement.

		User experience	Suggestions for improvement
Apps available	Android	_____	
	iOS	_____	
Stability of Apps	Android	Stable () Unstable ()	
	iOS	Stable () Unstable ()	
Speed	Android	Quick () Slow ()	
	iOS	Quick () Slow ()	
Software upgrades	Android	+Easy () -Easy ()	
	iOS	+Easy () -Easy ()	
Reviews or opinions: _____	Android	_____	
	iOS	_____	

- C** Share your reviews / opinions with your group members. Present your suggestions to the class.

5 Community Builders

5

Community Builders



WARM UP

Have students look over the picture, caption, and quote on the page. Note that only part of the quote will be heard in the video clip.

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

For question 1, have students work in pairs or groups to share what they know about Rio de Janeiro.

For question 2, elicit how the speaker describes Vila Cruzeiro in the clip (... news from Vila Cruzeiro often is not good news). Elicit the significance of the newspaper clipping students saw in the video. (It illustrates the high crime rate in Vila Cruzeiro).

UNIT GOALS

In this unit, you will ...

- talk about communities and ways to improve them.
- watch a TED Talk about how people can work together to transform their communities.
- give advice about how to improve and transform one's community.

WARM UP



▶ **5.1** Watch part of Koolhaas and Urhahn's TED Talk. Answer the questions with a partner.

- 1 What do you know about Rio de Janeiro? *Answers will vary.*
- 2 What do you think Vila Cruzeiro is like? *Answers will vary.*

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Content Note

Rio de Janeiro is often called Rio. It is the second-largest city in Brazil. Its population is made up of people from various ethnic backgrounds. The official language is Portuguese. The city is popular with global tourists, especially during Carnival that happens every spring. Rio's tourism industry has grown significantly in the last decade.

UNIT GOALS

In this unit, students will watch, and talk about making a difference in local communities. They will be introduced to social entrepreneurs and learn the language to talk about improving communities. By the end of the unit, students will be able to discuss ways to make effective changes to places where people live. Note that throughout the unit, students should be encouraged to think about their own communities and how to improve them.

TED Speakers

Jeroen Koolhaas and Dre Urhahn are known as Haas and Hahn, a team of visionaries from the Netherlands who have set out to create more beautiful-looking buildings in poor urban neighborhoods.

TED Talk Summary

Haas and Hahn share the story of how they became dedicated to using art to make homes in the poorer communities of Rio de Janeiro more beautiful.

Idea Worth Spreading

Involving a community in its own transformation benefits both the physical space and the lives of the people living there.

➔ **EXTENSION ACTIVITY** Have students work in small groups and go online to find out more about Rio. Assign groups one of the following topics: *poverty, crime, population demographics, city districts, or transportation*. Groups should report what they have learned to the class.

5A

Community building

LESSON OVERVIEW

Aims: Learn language for talking about communities and social entrepreneurship; listen to a social entrepreneur; practice talking about communities

Target Vocabulary: community, empower, enhance, entrepreneur, facility, underprivileged

VOCABULARY

A ▶ **4.6** Play the audio as students read along. Write *social entrepreneur* on the board.

Have them work individually to complete the activity. Then check answers by eliciting examples of possible actions of a social entrepreneur. Make a concept map on the board with *social entrepreneur* at its center.

B Have students work individually before checking answers in pairs.

C Ask students to focus their discussions on their own communities. Review the meaning of the *underprivileged*. Write some additional language on the board that students can use in their conversations:

In my community, there is a program for ...
I have seen people helping with ...
I have volunteered to help ...



5A Community building

VOCABULARY Making communities better



A ▶ **5.2** Listen to the paragraph below and fill in the blanks. Then match each word to its definition. Social **entrepreneurs** work to improve the lives of people and the **communities** they live in. Their businesses often focus on helping underprivileged and communities. Sometimes, this involves enhancing or building facilities in the neighborhood, such as parks or schools. By creating jobs and improving environments, social entrepreneurs **empower** the underprivileged to make positive changes to their lives.

- | | | | |
|-------------------|---|---|--|
| 1 entrepreneurs | ○ | ○ | make someone stronger or more confident |
| 2 communities | ○ | ○ | making something better |
| 3 underprivileged | ○ | ○ | groups of people living together in an area |
| 4 enhancing | ○ | ○ | places or services provided for a particular purpose |
| 5 facilities | ○ | ○ | people who start businesses |
| 6 empower | ○ | ○ | without the opportunities of the average person |

B Complete the sentences. Circle the correct words.

- Elon Musk is a very successful (**community** **entrepreneur**) who has started businesses in travel and space technology.
- Medical (**facilities** **entrepreneurs**) like hospices and hospitals are needed to support the elderly population.
- A strong and stable economy can (**enhance** **empower**) the quality of life for the average person.
- Mother Teresa dedicated her life to helping the (**empowered** **underprivileged**) in India.

C Work with a partner. What does your city or community do to help the underprivileged?
 Answers will vary.

Language Note

Underprivileged is normally used as an adjective, but here it is being used as a noun: *the underprivileged*. Being *underprivileged* means you struggle to find the financial means to afford a basic standard of living. As a result, you have far less access to opportunities like good education and jobs.

An *entrepreneur* is someone who starts their own business. A *social entrepreneur* tries to create opportunities to help groups or communities and positively affect a social problem.

➔ **EXTENSION ACTIVITY** Have students work individually or in pairs to find out more about a social entrepreneur. Give them time to search online to gather information. Have students make a poster about the individual and the work being done. Hang the posters around the classroom and give students time to walk around to read one another's posters.

LISTENING Creating green spaces

Listening for intonation

Intonation helps you differentiate between questions and statements. Questions often end with a high intonation, while statements often end with a low intonation.



A ▶ **5.3** Watch social entrepreneur Martín Andrade talk about his foundation, Mi Parque. What is the aim of the foundation?

- a to reduce poverty and unemployment in Chile
- b** to create more green parks for the underprivileged in Chile



B ▶ **5.4** Watch and check (✓) the things that the foundation does.

- It improves the housing conditions of low-income families.
- It educates the public about the importance of green spaces.
- It gets locals directly involved in planning and carrying out projects.



Entrepreneur Martín Andrade with some local children in Chile

C CRITICAL THINKING Answers will vary.

Evaluating In what ways does having green spaces benefit the people of an urban community? Discuss with a partner.

SPEAKING Talking about my community



A ▶ **5.5** Listen to the conversation and fill in the blanks with what you've heard.

- A: Hey, I heard you just ¹ moved to a new neighborhood. ² How do you like it so far?
- B: On the whole, I really like it. It's peaceful and there's a real ³ sense of community.
For example, there are often ⁴ local events like weekend markets.
- A: ⁵ What about the local facilities? Are there many?
- B: There are a few ⁶ local shops and a supermarket.
- A: Hmm. It sounds like a ⁷ pretty nice area to live.
- B: Yeah. I think it could certainly benefit from a sports complex, though. Right now, there's nowhere to play sports.
- A: Well, ⁸ where I live in the city is *too* noisy. And there are hardly any ⁹ green spaces! We could really do with a park.

B ▶ **5.5** Listen to the conversation again and mark the words or phrases with ↗ for a rising tone (升调), ↘ for a falling tone (降调), and — for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

C Tell a partner about your community, and what you like or dislike about it. Use the expressions in blue above to help you. Answers will vary.

My community is really peaceful and quiet. I really like ...

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C CRITICAL THINKING Read the question aloud. Tell partners to brainstorm a list of points that show the importance of green spaces. Have each pair share one point with the class. Some possible ideas include:
Green spaces gives people a place to play and relax. Green spaces make neighborhoods look better. Green spaces provide clean air to neighborhoods. Green spaces give kids connect to nature.

SPEAKING

A Give students time to preview the task.

▶ **5.5** Play the audio. Have students do the exercise individually. Then check answers as a class.

B Play the audio again. Ask students to practice the conversation, paying attention to the pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check the answers as a class.

C Give students time to think about their own communities. If necessary, encourage them to write a list of pros and cons to support their discussions. Model the examples and add more details. For example: *My community is peaceful and quiet. I really like it, but I wish there were more restaurants.*

Ask for volunteers to tell the class about their communities.

★ **CHALLENGE** If enough students are from the same communities, divide them into groups based on their communities and have them share their ideas for Activity C.

LISTENING

A Read the information in the **Listening for intonation** box aloud as students read along. Explain that questions usually have a rising intonation at the end. But highlight that *wh*-questions have a falling intonation.

Have students preview the task. Read the question aloud that students will listen for.

▶ **5.3** Play the video. Have students answer the question individually.

B Tell students that they are going to watch the rest of the interview for more information about the foundation.

▶ **5.4** Play the video. Have students answer the question individually. Check answers as a class.

Write *Mi Parque Foundation* on the board. Then elicit what students learned about the foundation from the video.

5B

Changing places

LESSON OVERVIEW

Aims: Understand an infographic about how one river has changed; learn language to talk about change; talk about community changes

Infographic Summary: The Malacca River in Malaysia has undergone a ten-year transformation that has made it one of the country's greatest tourist attractions. Locals benefit in many ways from the change—they get to live in a more beautiful, less polluted place, and reap the positives of an economy revived through tourism.

LANGUAGE FOCUS

A Have students to look over the infographic.

Note that the question asks students to relate the transformation of the Malacca River to their own lives. Ask them to think about anywhere they know of that underwent a similar rebirth like the polluted river. Have them share about the place with a partner. Then elicit examples from volunteers.

B Read the question aloud.

5.6 Play the audio to check answers in pairs. Elicit more details about the conversation. Ask the following:

What did Malacca use to have? (old buildings)

What have the buildings by the river been turned into now? (shops and restaurants)

How can people see the river? (take a cruise)

5B Changing places

LANGUAGE FOCUS Beautifying public spaces

A Read the information. Do you know any places that have been transformed?

THE TRANSFORMATION OF MALACCA RIVER

SINCE 2002, THE MALACCA RIVER IN MALAYSIA HAS GONE THROUGH A HUGE TRANSFORMATION.



What was done



Pollution was removed from the river.



The riverbank was strengthened with concrete walls.



A barrier was constructed to prevent flooding.



8 km of walkways were constructed on each side of the river.



Riverside buildings were repainted with colorful murals.



B **5.6** Listen to the conversation. What impression does the woman have of Malacca? Discuss with a partner. *She has a positive impression of the place.*

C **5.6** Listen to the conversation in **B** again. Complete the sentences from the conversation.

- 1 But I remember it was lined with all these old buildings that were falling apart.
- 2 But you wouldn't recognize it now. It's been completely transformed.
- 3 It's all been cleaned up. All the old buildings have been turned into cool little shops and restaurants.
- 4 And the buildings are brightly painted with murals that show Malacca's history and culture. They can be seen all along the river.

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C Have students preview the task. Encourage them to make guesses based on their first listening.

5.6 Play the audio again, pausing after each sentence so that students can fill in the blanks. Check answers as a class.



D ▶ **5.7** Listen to the following statements. Circle T for true or F for false.

- Cheonggyecheon flows through the center of Seoul. **T** F
- The stream used to be covered by a large highway. **T** F
- The stream was cleaned up and the whole area was transformed into a parking lot. T **F**
- The transformation is welcomed by the locals, but not by the tourists. T **F**



Cheonggyecheon in Seoul

SPEAKING Describing changes in my community

Answers will vary.

A How has your local community changed over time? Learn **the passive voice** in the chart first and then make a list of at least three ways in which it has changed.

Talking about how places have changed

A construction company cleaned up the river.	The river was cleaned up .
Architects transformed a church into a kindergarten.	The church was transformed into a kindergarten.
The government converted a landfill into a park.	A landfill was converted into a park.

For more information on **the passive**, see Grammar Summary 5 on page 154.

- B** Create a simple timeline using the events you listed in **A**. Add details to each event.
- C** Work with a partner. Describe the changes in your community using your timeline. Give reasons for the changes and describe how you feel about them.

A few months ago, a new train station was built near my house, so ...

My neighborhood wasn't really lively in the past, but recently a new shopping mall ...

The passive voice is used when the object of the action is more important than the actor, so the object becomes the subject of the sentence, using the structure subject + *be*-verb + past participle of verb + *by* + actor; for example, *The new mayor was elected by the people.*

The passive voice is useful for talking about change because the focus is on the change that happened instead of on the actor who created the change. Note that in many passive sentences, the actor is not mentioned because it is not important: *The new mayor was elected.*

Give students time to write notes about the changes in their communities.

Explain that they should list changes that have happened over time if possible.

Ask students to try to focus on positive changes, but explain that they can also use negative changes if there are no positive ones to talk about. Note that if students can't think of three changes, they can also split up one big change into three different phases, as long as the phases happened at different times.

B Write a sample timeline on the board. Explain that students can go back as far as they want, or make a shorter timeline. Point out that the main idea is that they are able to talk about transformative changes that have happened over time.

C Model the example conversation with a volunteer. Explain that students should introduce the change and then explain how it has affected their community. Tell students to refer to their timelines as they speak. Ask for volunteers to share the changes in their local communities with the class.

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D ▶ **5.7** Play the audio twice. Have students do the exercise individually. Then check the answers.

SPEAKING

A Have students read over the language chart for **Talking about how places have changed**.

Explain the passive voice and when it's used, including how to form the past participle of a verb. Direct students to page 154 of the Student's Book for more information.

Grammar Note

Note that the language in the chart focuses on using passive voice versus active voice. The first sentence in each pair uses the active voice, while the second uses the passive.

Students are already familiar with the structure of the active voice: subject + verb + object. In this case, the action (verb) is being done by the actor (subject); for example, *The people elected the new mayor.*

➡ **EXTENSION ACTIVITY** Have students work in groups to talk about how they want to change their school. Ask them to think about areas of the school that need improvement, and how students could benefit from those changes. Have each group present one idea to the class about a change. Point out that students will have to use the passive voice with present and future tenses. For example: *If a study area is built in the school, we can do our homework there. If a good restaurant is opened, we will eat healthier food and have better focus during our classes.*

Unit 5 47

5C

How painting can transform communities

LESSON OVERVIEW

Aims: Watch and understand a talk about transforming urban communities with art

Target Vocabulary: accomplishments, informal, transform, unfinished

TED Talk Summary: In their TED Talk, social entrepreneurs Jeroen Koolhaas and Dre Urhahn tell the story of how they began their project to transform the favelas of Rio, and the lessons they've learned along the way about coming into a community to make change happen. After making a film about the favelas, they began to dream about what it would be like to simply change the exterior of the many unfinished homes and rundown buildings, and wondered how that would change the communities. They have learned a lot in their experience working with the people of the favelas, mostly about how not having a master plan can be a benefit. In an informal community that developed organically, the process of making changes has to be informal and organic as well.

PREVIEWING

Give students enough time to read the paragraphs. Have students work individually. Check answers as a class. If necessary, explain the meaning and elicit additional example sentences of each word. Elicit an explanation of *favelas* to support students' background information before they watch the TED Talk.

Content Note

The favelas are located on the outskirts of Rio. These low-income communities were originally built by inhabitants out of necessity, but they have grown into towns. Favelas are mostly settled by people moving to the city from rural areas who can't afford housing. They are

5C

How painting can transform communities

TED TALKS

Artists JEROEN KOOLHAAS and DRE URHAHN—also known as Haas and Hahn—work on community projects in Rio de Janeiro. Seeing the **unfinished** buildings of the favelas—the crowded, **informal** neighborhoods of Rio de Janeiro—they worked with the locals to improve the community. Their **accomplishments** helped **transform** the favelas. Haas and Hahn's idea worth spreading is that by bringing an entire community into the process of painting, neighborhoods can be transformed beautifully and residents benefit in ways far beyond what's visible.



PREVIEWING

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

- | | |
|--|------------------------|
| 1 casual, not official | <u>informal</u> |
| 2 incomplete | <u>unfinished</u> |
| 3 successful achievements | <u>accomplishments</u> |
| 4 to change completely, usually for the better | <u>transform</u> |

VIEWING



A **5.8** Watch Part 1 of the TED Talk. Answer questions 1 to 3.

- Which of the following is true about Vila Cruzeiro?
 - It is located next to Copacabana Beach.
 - It was built largely by immigrants from Holland.
 - C** It is a community in the North Zone of Rio de Janeiro.
- What surprised Haas and Hahn about the favelas?
 - Violent drug gangs live in the favelas.
 - The people who live in favelas are immigrants from the countryside.
 - C** The favelas were built without a master plan.
- What made them want to start a painting project in the favelas?
 - The locals asked them to paint their houses.
 - They saw many unfinished houses.
 - C** They were inspired by some of the local artwork.

thriving communities; at the same time, poverty and gang violence continue to be a major problem. The TED Talk mostly introduces work being done in the community of Vila Cruzeiro.

VIEWING

A Have students preview the task.

5.8 Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class.

Write on the board: *We even have rules for how to follow the rules.*

Elicit ideas about the meaning of this quote. Draw students' attention to the laughter afterward. Ask them to explain what is funny. Koolhaas is contrasting the culture he comes from with the one he is working in. The lack of rules (or master plan) in informal communities like the favelas has been an important learning experience for two men from a country where rules are considered very important.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *informal community*, *master plan*, and *plastered*.



B ▶ **5.9** Watch Part 2 of the TED Talk. Order the events describing Haas and Hahn's first project from 1–6.

- 1 _____ Haas and Hahn told a friend about their idea.
- 5 _____ They installed a kite on the hill.
- 3 _____ The locals hated it.
- 2 _____ They painted a house blue.
- 4 _____ They painted an image of a boy.
- 6 _____ News articles were written about their work.



C ▶ **5.10** Watch Part 3 of the TED Talk. Circle **T** for true or **F** for false.

- 1 Haas and Hahn were asked to transform North Philly through painting. (T) F
- 2 They organized and sent a team of designers from Holland to North Philly. T (F)
- 3 A different design was made for every house. (T) F
- 4 Local people were trained as painters for the project. (T) F
- 5 Haas and Hahn want to bring their idea to other countries. (T) F

D CRITICAL THINKING Answers will vary.

Synthesizing/Reflecting Work with a partner. How is Haas and Hahn's approach to helping communities similar to Martin Andrade's (page 45)? Which of these projects would you like to do in your community? Why?

VOCABULARY IN CONTEXT



A ▶ **5.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

1: c, 2: c, 3: b, 4: a, 5: a

B Complete the sentences with the words from the box.

emerge notorious install approach bottom-up

- 1 Crowdfunding is one approach to raising money for a good cause.
- 2 The favelas are notorious for problems like crime and poverty.
- 3 The favelas were built from the bottom-up, without any master plan.
- 4 Sometimes, slums emerge when a large number of people from the countryside move to the city.
- 5 Haas and Hahn's first project in Rio de Janeiro was to create and install a piece of artwork in the favelas.

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★ CHALLENGE Ask students if they think that people in China usually follow rules or not. Encourage them to share their own experiences with the class.

B Have students preview the task. Tell them to listen for the correct order.

▶ **5.9** Play Part 2 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 2 include *crew*, *cell*, and *open-air*.

C Have students preview the task.

▶ **5.10** Play Part 3 of the TED Talk. Have students do the exercise individually. Check answers as a class. Write on the board:

... so we did exactly the same as we did in Rio, and we moved into the neighborhood and started barbecuing.

Elicit the meaning of the quote. Hahn is telling the audience about how they got the community to support their project by getting to know them. Instead of making proposals, they had parties with the people of the community so

they could hear and share ideas about how to make it better. One important point that the men mention in their speech is that *not* having a master plan worked to their advantage.

Explain or elicit any unfamiliar language. Additional language suggestions to explain in Part 3 include *patchwork*, *merit*, and *communal effort*.

D CRITICAL THINKING Give students a few minutes to think and take notes about their ideas before discussing. Tell students to try to summarize in their own words what the similarities are.

After pairs discuss, ask each to share one point they talked about with the class.

▶ **EXTENSION ACTIVITY** Have students work in pairs to go online and find an update of the favela painting project. Tell students to look for pictures online as well as find out information about how the project is progressing.

VOCABULARY IN CONTEXT

A ▶ **5.11** Play the video. If necessary, play it again.

B Have students work individually to complete the activity. Check answers as a class. Ask students comprehension questions related to the TED Talk using the vocabulary words. For example:

What kind of artwork did Hahn and Haas first install in the favela? (a picture of a boy holding a kite)

What other city did they get to try their approach in? (Philadelphia, in the United States)

PRESENTATION SKILLS

A Read the information in the **Presentation Skills** box aloud. Explain that this technique of ending with hope for the future is used in many TED Talks and talks of similar nature that aim to inspire social change. Have students preview the sentences. Point out that these are all from the final paragraph of the speech.

▶ **5.12** Play the video. Have students do the exercise individually. Have students check answers in pairs.

Skills Note

With TED Talks, it is common to hear an ending with a hope for a better future.

Make sure students understand that there is not one set way for communicating this kind of message, and that the examples are simply some possibilities. Note that the hope expressed is usually for change on a large scale—something that will ultimately make the world a better place. Draw students' attention to the key words and phrases: *our dream*, *one day*, and *hope*.

B Elicit a quick summary of the main points of Kenneth Shinozuka's TED Talk. Remind students that he is an innovator who designed a sock with a sensor to help people with Alzheimer's.

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

➔ **EXTENSION ACTIVITY** Have students work in pairs to write a new ending to Haas and Hahn's TED Talk. Tell them to use their own language to express the hope for a change in the community in the talk. Ask each pair to present their new ending to the class.

Language Note

Part 1

An *informal community* is built by the people living there, not a city developer. Informal communities are usually born because the inhabitants can't afford existing housing and so create their own shelter on open land.

A *master plan* refers to a plan of action. The term is used mostly for projects that

PRESENTATION SKILLS Ending with a hope for the future

One way to make the end of your presentation memorable is to close with a comment that expresses your hope for the future. This encourages the audience to reflect on your topic.



A ▶ **5.12** Watch part of Haas and Hahn's TED Talk. What expression do they use to end their presentation?

- a It's our dream that ...
- b** We hope ... maybe one day ...
- c We hope to see the world become ...



B ▶ **5.13** Watch part of Kenneth Shinozuka's TED Talk. Complete the expression he uses to express his hope for the future.

"People living happily and healthily—that's _____ *the world that I imagine.* _____."

Haas and Hahn's painting project in Santa Marta, Rio de Janeiro



a team is working to build, but it can also be used to talk about a life plan.

To *plaster* a house means to cover it with a mix of cement and sand to create a smooth, flat surface.

Part 2

The noun *crew* refers to a team of people working together on a project. The term is generally used to refer to teams that perform physical labor, such as a ship's crew.

A *cell* is the room that a prisoner sleeps in. Note that the noun *cell* has many different meanings.

The adjective *open-air* is used to describe places that are outside but that we typically think of as inside.

Part 3

A *patchwork* is a piece of material made up of multiple small pieces of cloth, but the word can also be used to refer to a design that combines many different elements that do not match with each other.

The noun *merit* means that something or someone shows good qualities. (*That idea has a lot of merit.*) However, it can also be used to refer to a reward that someone receives for doing something good.

5D Proposing changes

COMMUNICATING A neighborhood survey Answers will vary.

- A** Ask two classmates about their neighborhoods and make notes in the table below. Ask follow-up questions to get more information.

Questions	Neighborhood:	Neighborhood:
1 How would you describe your neighborhood?		
2 What facilities does your community have?		
3 Which facilities do you use?		
4 What kinds of events are organized locally?		
5 Is there a sense of community in your neighborhood? If yes, what gives it a sense of community?		
6 What kinds of improvements would you like to see in your neighborhood?		

- B** In your group, brainstorm specific ideas to improve the neighborhoods above.

Making suggestions

It may be good to ... Perhaps we could ... Why don't we ... One possible idea is ...

The neighborhood could do with more bicycle lanes for cyclists ...

We could help underprivileged children in our neighborhood by donating books ...

- C** Take turns to present your group's suggestions to the class. Vote for the most innovative idea and give reasons for your support.



A communal rooftop garden in Sydney, Australia

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★ CHALLENGE Ask groups to choose their most interesting discussion about a member's neighborhood and give a summary of it to the class. Tell them to give background information as well as to suggest and explain their ideas. Ask them to also end with an expression of hope for the future.

5D

Proposing changes

LESSON OVERVIEW

Aims: Conduct a survey to learn about neighborhoods; propose suggestions for improvements; give presentations with posters

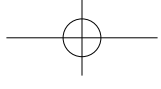
COMMUNICATING

- A** Read each question aloud as students practice pronunciation. Elicit comments about the meaning and purpose of each question. For question 5, make sure students understand that the question is asking if it feels like a community or not. Divide the class into groups of three. Explain that students should ask other group members the questions about their communities and write down their answers. Tell students that group members should take turns asking questions.

Point out that students are gathering background information about their neighborhoods, but the main question is actually the last one about improvements. This will be the focus of their presentations and writing. Tell students to ask follow-up questions to question 6 to get detailed answers.

- B** Tell students that they are now going to brainstorm ideas to improve each neighborhood. Draw students' attention to the phrases in the box for **Making suggestions**. Point out that some sentences use *we* when talking about ideas because it's a team of people talking.

Tell groups that each member should participate in the discussion. Explain that it's okay to refer to their notes when speaking, but that they shouldn't read aloud something they've written.



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GROUP WORK

Have students work in groups and discuss how they want to change their school. Tell the students to focus on one idea and make a poster about it and hang the posters around the classroom. Students should vote for the best poster.

GROUP WORK Planning for school improvement Answers will vary.

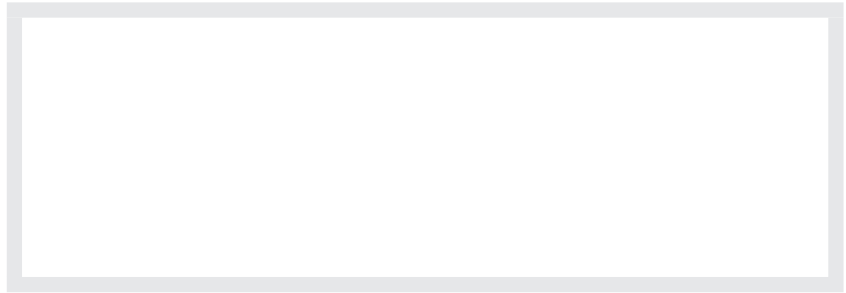
A Work in groups. Discuss how you want to change your school using the following questions.

What areas of the school do you think need improvement?
What changes do you propose?
How will students benefit from these changes?

If a study area is built in the school, we can ...

If a good restaurant is opened, we will

B Each group should choose an area of improvement and plan some innovations. Make a poster of these plans and take turns presenting it to the other students in your class. Draft the poster if you need.



C Walk around the classroom to listen to other groups' poster presentations.

6 Clear Communication



Melissa Marshall
Communications teacher, TED speaker

“We desperately need great communication from our scientists and engineers.”

6

Clear Communication

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit or explain the meaning of *scientists*, *engineers*, and *desperately*. Note that the quote will be heard in the video clip.

6.1 Play the preview clip of the TED Talk.

For question 1, hold a class discussion about the benefits that can come from scientists and engineers communicating more with the general public. Marshall says that scientists and engineers have a responsibility to communicate their work to the general public because of its importance to our world.

For question 2, give students time to go through the unit. The main strategies and methods they will see include: *call*, *text*, *email*, *social networking*, *giving presentations*, and *writing online*. Other methods of communication that come up include *video calling*, *commenting online*, *public speaking*, and *writing*.

Note that part of the unit focuses on students discovering what kind of communicator they are and how to use this most effectively. Ask students to guess which communication method they use the most.

UNIT GOALS

In this unit, you will ...

- talk about methods of communication.
- watch a TED Talk about how complex ideas can be made easy to understand.
- give advice on how to communicate clearly.

WARM UP



6.1 Watch part of Melissa Marshall's TED Talk. Answer the questions with a partner.

- 1 Why is good communication from scientists and engineers so important? [Answers will vary.](#)
- 2 Look through the unit. What types of communication methods and strategies do you see? [Answers will vary.](#)

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UNIT GOALS

In this unit, students will watch and discuss about how to be a clear communicator. Students are asked to identify their own communication style, especially in regards to technology and the Internet. They are also taught tips for giving presentations on complicated topics and for writing more effectively in online environments. By the end of the unit, students will be able to discuss different ways of communicating, and be able to talk about the importance of clear communication.

TED Speaker

Melissa Marshall teaches communications at Pennsylvania State University. She co-founded a communications program for engineering students.

TED Talk Summary

Marshall gives an engaging presentation about how scientists and engineers can talk about their work so that it has relevance and is accessible to any kind of listener.

Idea Worth Spreading

Clear communication is the key to making complicated topics easy to understand.

Language Note

The adverb *desperately* describes doing something with a strong desire. It's commonly paired with the verbs *want*, *hope*, and *try*.

An *interaction* refers to a meeting or communication between people. An *interaction* can be a conversation, an email exchange, a phone call, an argument, and so forth.

6A

Good communication

LESSON OVERVIEW

Aims: Learn language for talking about communication; listen to an experienced presenter; practice talking about communication preferences

Target Vocabulary: check an email, check a message, give a report, give a speech, have a meeting, have a conversation, make a comment, make a phone call, post a comment, post a letter, send a document, send an email, share a comment, share a report, write a blog, write a message

VOCABULARY

A Have students work individually. Have students check their answers in pairs.

B Have students work in pairs. Tell them to give reasons for their preferred methods of communication. Ask for volunteers to share their preferred methods and reasons with the class.

★ **CHALLENGE** Tell partners to also talk about how many times a day they use that form of communication. For example: *I send texts frequently. I write about five emails a day.*

Language Note

To *send a message* can refer to sending a text or an email. *Checking a message* can refer to checking emails, texts, or other messages in inboxes, as well as voicemail messages.

Other communication verbs commonly used in online contexts: *upload, publish, click, link, chat, message, comment, tweet, rate, like, and friend.*



6A Good communication

VOCABULARY Using communication collocations

A Cross out the phrase that doesn't belong in each group.

- | | | | | |
|---|-------|---------------------------|---------------------------|-------------------------|
| 1 | have | a meeting | a post | a conversation |
| 2 | give | a text message | a report | a speech |
| 3 | make | a comment | a phone call | a letter |
| 4 | post | a letter | a text message | a comment |
| 5 | send | an email | a meeting | a document |
| 6 | share | a report | a comment | a phone call |
| 7 | write | a meeting | a blog | a message |
| 8 | check | an email | a phone call | a message |

B Work with a partner. Choose the communication method you prefer. Tell your partner why you prefer it. *Answers will vary.*

- writing an email OR writing a letter
- making a phone call OR sending a text message
- giving a speech OR writing a report

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➔ **EXTENSION ACTIVITY** Have students work in pairs. Ask them to give a short demonstration of how the meaning of one phrase has changed since communication has gone online. Tell them to choose one phrase and keep it a secret. Have them demonstrate as a role-play the use of the phrase before and after the Internet or other technology. Tell students to yell out their guesses for the phrase.

LISTENING Communication styles

Describing styles and preferences

Listen for phrases that show what the speaker prefers to do.
Generally, I prefer to ... I usually try to ... I tend to ...



- A** ▶ **6.2** Watch author Neil Anderson talk about how he gives his presentations. Check (✓) the ways he prepares for them.
- He finds out about his audience.
 - He calls teachers who are coming to his presentation.
 - He makes sure he knows his presentation topic well.
 - He prepares a list of useful reference materials.
 - He creates slides.



Teacher trainer Neil Anderson speaking to a group of teachers

- B** ▶ **6.2** Watch again. How does Anderson make his audience feel more involved in his presentations? Discuss with a partner. **He sets them a challenge. He also gets them to work in groups.**

C CRITICAL THINKING

Reflecting Work with a partner. Which of Anderson's methods would you use if you gave a presentation? Why? **Answers will vary.**

SPEAKING Talking about communication preferences



- A** ▶ **6.3** Listen to the conversation and fill in the blanks with what you've heard.

A: Hey, did you ¹ see the message I sent you on Facebook yesterday?
 B: Sorry, I don't often log in to ² check my Facebook account —I prefer talking on the phone. ³ Was it something urgent?
 A: Oh, not really. I just wanted to ask you to ⁴ upload the photos from the party the other day.
 B: Oh, sure. I'll do that tomorrow after I'm done ⁵ working on my presentation.
 A: Thanks. Is the presentation for that ⁶ science project you mentioned?
 B: Yeah, it is. So ⁷ I'll probably be pretty busy today. **You should call if you need me.**
 A: OK. Good luck with your presentation!

- B** ▶ **6.3** Listen to the conversation again and mark the words or phrases with ↗ for a rising tone (升调), ↘ for a falling tone (降调), and — for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

- C** Work with a partner. Talk about the communication methods or tools you frequently use. Use the expressions in blue above to help you. **Answers will vary.**

How often do you check your Facebook account?

Not very often. I prefer texting. What about you?

while answering. Remind students that presenters must always think about the best way to engage with their particular audience.

Tell students to use the language for describing styles and preferences in their discussion. If time permits, have a class discussion on the topic. Point out that students will not all agree on the best presentation style, because each of us has different strengths as a listener and learner.

SPEAKING

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

▶ **6.3** Play the audio. Then check answers as a class.

- B** Play the audio again. Ask students to practice the conversation, paying attention to the pronunciation and intonation. Play the audio again. Check the answers as a class.

- C** Tell students that they can focus on any communication method, and that it doesn't have to be one that involves technology.

Model the examples with a volunteer. Point out that students should use frequency adverbs and expressions to give details about their communication habits.

LISTENING

- A** Read the information in the **Describing styles and preferences** box aloud as students read along. Explain that the language offers students slightly softer or more indirect ways to express preferences. Have students preview the task.

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

- B** Read the question aloud. Ask students to also think about their preferences.

▶ **6.2** Play the video again. Have students do the exercise individually. Have students check answers in pairs and then continue in those pairs to the discussion for **C**.

- C CRITICAL THINKING** Read the question aloud. Point out that students know the perspective of the student well, and they should think about this

6B

How do you communicate?

LESSON OVERVIEW

Aims: Look at a flowchart to identify your personal communication style; learn language to talk about communication expressions and preferences; talk about communication preferences

Infographic Summary: The infographic shows four possible types of communicators (emailer, texter, networker, and caller), while the flowchart helps students to identify their style.

LANGUAGE FOCUS

A Have students look over the infographic.

Tell students to think about their own communication styles. Ask them to note which one they think they are. Then have them turn to the flowchart on page 135 and answer the questions to find out which style they use.

If necessary, explain the flowchart. Students should read the first question and then go to the next one depending on their answer of *yes* or *no*.

B Explain that students will have to infer the type of communicator each speaker is based on what they hear in the audio.

6.4 Play the audio. Elicit more details about the conversation.

Who is Rita? (a co-worker)

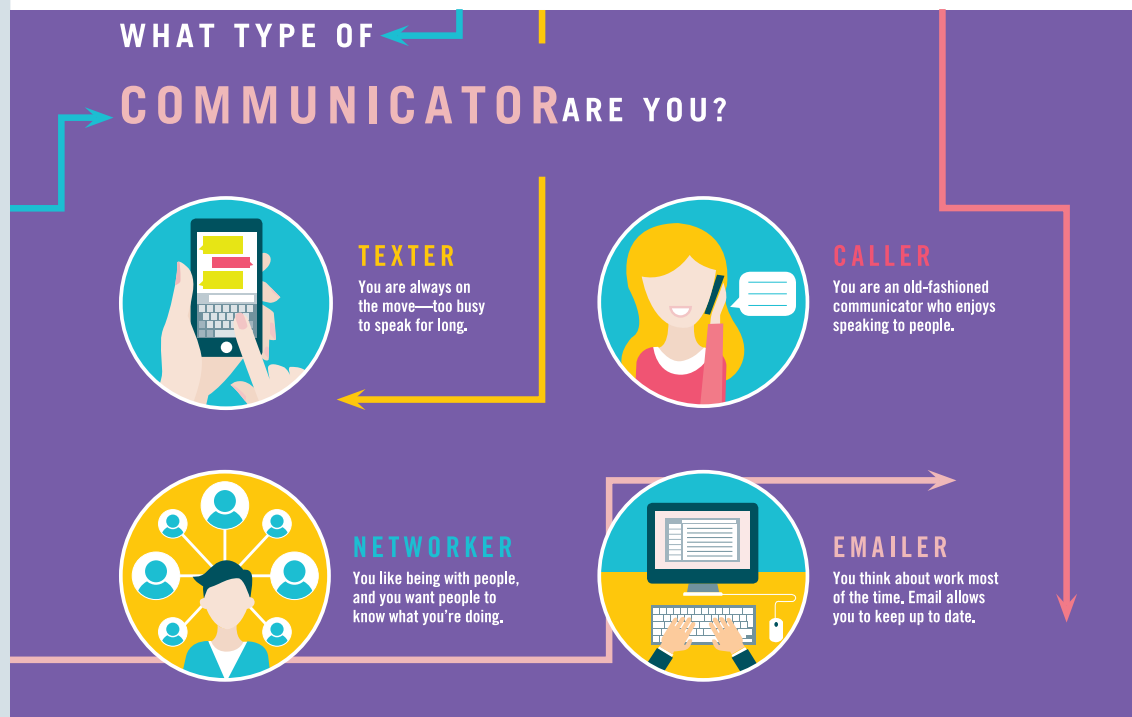
What did Jon do? (text Rita)

What does Mel ask Jon to do? (call Rita)

6B How do you communicate?

LANGUAGE FOCUS Describing types of communicators

A Read about the four types of communicators below. Which do you think you are? Look at the flowchart on page 135 and find out. *Answers will vary.*



B **6.4** Listen to the conversation. What kind of communicators described in A do you think the two speakers are?

Jon: texter Mel: caller

- C** ▶ **6.4** Listen to the conversation in **B** again. Complete the sentences from the conversation.
- I texted her a few times this morning.
 - Why don't you give her a call ?
 - I much prefer to speak to people. And there's no misunderstanding when you speak to someone directly.
 - Yeah, maybe, but you can read and reply to texts anytime. I usually avoid calling because people are always busy and they never answer. A text allows you to reply when it's convenient.
 - People just seem to ignore texts .



- D** ▶ **6.5** Listen to the following statements. Circle **T** for true or **F** for false.
- It has become a new concern that texting will make people forget how to write well. **T** F
 - People have always complained about young people's poor handwriting throughout history. **T** **F**
 - More than 2,000 years ago, there were already complaints about people using bad Latin! **T** F
 - Some language experts believe that texting enables us to write more like the way we speak. **T** F



Texting is one of the main modes of communication for many teens today.

SPEAKING Communication methods

- A** Read and study the language in the chart. Pay attention to the use of **verb pattern with-ing and infinitive**.

Talking about communication preferences

I generally **recommend posting** a comment online.

She **prefers to use** social media to connect with people.

I **don't like my friends to text** me.

For more information on **verb pattern with-ing and infinitive**, see Grammar Summary 6 on pages 154-155.

- B** Work with a partner. What methods of communication do you think are most appropriate for the situations below? Why? **Answers will vary.**
- Two of your friends are getting married. You'd like to congratulate them.
 - You need to apologize to a customer for sending the wrong information.
 - You have to tell your employees that they are going to lose their jobs because the office is closing.
 - You are not happy in your current relationship. You have decided you are going to break it off.

I think the best way to congratulate my friends would be to send them a card because ...

I recommend sending a postcard / text message because ...

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Grammar Note

Note that the chart introduces nine verbs for talking about preferences. While the focus of the chart is communication, these verbs can be used to talk about preferences for any kind of action.

When two verbs are paired, the second one can appear in the *-ing* form or the infinitive form, depending on the verb that comes first. With the verbs *avoid*, *hate*, and *recommend*, the *-ing* form follows. The verbs *try*, *prefer*, and *promise* can be followed by the infinitive. Some verbs can be followed by both the *-ing* form and the infinitive: *hate*, *try*, *prefer*.

The verb *like* can be followed by either the *-ing* form or (object) + infinitive. We don't have to use *to* with the verb *help*.

- B** Give students time to read about the situations before discussing. Ask them to take notes and think about their reasons.

Model the conversation with a volunteer. Use complete sentences. For example:

I think the best way to wish my friend a happy marriage would be to send her a card because it's a formal situation.

I think it's better to call her because talking to her directly is more meaningful.

Ask partners to share their ideas and preferences in each case. Point out that pairs will likely have different opinions. Ask students to consider the personal communication styles they identified in **Language Focus** and talk about their preferred communication styles as well. After pairs finish discussing, elicit ideas and opinions for each situation.

- ➡ **EXTENSION ACTIVITY** Have partners work together to create two more scenarios. Then have each pair join with another pair to share their situations. Tell them to discuss their personal preferences for communication in each situation.

- C** Have students preview the task. Encourage them to make guesses based on their first listening.

▶ **6.4** Play the audio again, pausing after each sentence so that students can fill in the blanks. Check answers as a class.

- D** ▶ **6.5** Play the audio twice and then check the answers.

SPEAKING

- A** Have students read over the language chart for **Talking about communication preferences**. Draw students' attention to the verbs that take *-ing* forms and the verbs that take infinitive forms.

Go over the meaning and use of the verbs in the chart. Note that some verbs can be followed by both *-ing* verbs and infinitives. Direct students to pages 154-155 of the Student's Book for more information.

6C

Talk nerdy to me

LESSON OVERVIEW

Aims: Watch and understand a talk about how engineers and scientists can communicate more effectively; practice engaging with your audience

Target Vocabulary: compromising, desperately, dumb down, engage, nerdy, tackle

TED Talk Summary: In her easy-to-follow TED Talk, communications expert Melissa Marshall gives scientists and engineers tips about how to share their exciting work and research with the general public. The research, experiments, and innovations of the world's scientists and engineers are shaping our future, and we need to understand them better. Marshall gives a series of tips, including how to simplify language without simplifying the concept. She also talks about the importance of explaining the relevance of their work.

PREVIEWING

Give students enough time to read the introduction on Melissa Marshall as well as the paragraph that summarizes her ideas. Remind students of the **Warm Up** preview clip and discussion question about how scientists and engineers communicate. Tell them to use all the information they have gathered to support their viewing of Marshall's TED Talk.

Have students do the exercise individually. Check answers as a class. If necessary, explain the meaning and elicit additional example sentences.

VIEWING

A Have students preview the task.

6.6 Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class.

6C Talk nerdy to me

TED TALKS

MELISSA MARSHALL works at the Department of Communication Arts & Sciences at Penn State University. She specializes in teaching speaking skills to engineering students.

Melissa Marshall's idea worth spreading is that even complex and technical topics can be easy to understand and exciting if they are communicated in the right ways.



PREVIEWING

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

Melissa Marshall believes that we **desperately** need great communication from our scientists and engineers. This is because scientists **tackle** some of the world's biggest problems—like climate change. While it is important for scientists to make everyone understand their work, Marshall points out that they must not **dumb down** their ideas. Scientists need to communicate their ideas without **compromising** them. Marshall also recommends that scientists use stories to **engage** us and get us excited.

- | | |
|--------------------------------|---------------------|
| 1 making something weaker | <u>compromising</u> |
| 2 to make something too simple | <u>dumb down</u> |
| 3 to form a connection with | <u>engage</u> |
| 4 seriously; urgently | <u>desperately</u> |
| 5 to deal with (a problem) | <u>tackle</u> |

VIEWING



A **6.6** Watch Part 1 of the TED Talk. Choose the correct options.

- What analogy does Marshall use?
 - an animal
 - a fantasy story
- Why do you think she makes this analogy?
 - to describe how unfamiliar the situation was for her
 - to describe how exciting the situation was
- What is the amazing new world that Marshall wants us to see?
 - the ideas that scientists and engineers have
 - the lives of scientists and engineers

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Write on the board: *What does Marshall mean by Alice in Wonderland?*

Elicit ideas or explanations about Marshall's analogy. Make sure students understand that she is referring to the story *Alice in Wonderland* by Lewis Carroll. Students may also be familiar with the Disney movie. She is using this analogy because for her, getting to work with engineering students was like going down the rabbit hole into a whole new and exciting world that she knew nothing

about. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *Penn State* and *nerdy*.



B ▶ **6.7** Watch Part 2 of the TED Talk. Check (✓) the advice that Marshall has for scientists and engineers.

- Show how science is relevant to non-scientists.
- Give demonstrations where possible.
- Avoid using jargon when speaking.
- Simplify ideas as much as possible.
- Don't use bullet points in presentations.
- Use less text and more visuals on slides.



C ▶ **6.8** Watch Part 3 of the TED Talk. Discuss these questions with a partner. *Answers will vary.*

- 1 Why do you think Marshall uses an equation to summarize her talk? What do you think it means?
- 2 Can you think of another technique she could have used to end her presentation in a memorable way?

D CRITICAL THINKING *Answers will vary.*

Evaluating/Synthesizing Discuss this question with a partner.

- 1 Look at the photo at the bottom of the page. Do you like it? How effective do you think it is as a way of communicating information?

An infographic on a Kulula Airlines plane



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B Have students preview the statements of advice. Draw students' attention to the word *jargon*. Ask them to listen for its meaning.

▶ **6.7** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class.

Write the word *jargon* on the board. Elicit its meaning based on the TED Talk. Marshall gives an example of how *not* to use jargon (*spatial* and *temporal* for *space* and *time*).

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 2 include *sexy*, *accessible*, and *dumb down*.

C Have students preview the discussion questions.

▶ **6.8** Play Part 3 of the TED Talk. Have students discuss in pairs before checking answers as a class.

Note that Marshall's equation summarizes the talk, stays on the theme of science and engineering, and engages the audience playfully. For question 2, have the class brainstorm ways that Marshall could have ended the talk. Encourage them to use presentation skills they've studied so far.

Elicit ideas about what Marshall means by *a few keys* in Part 3. Note she is referring back to the Alice in Wonderland analogy as Alice had to find different keys to open various doors in Wonderland, while introducing a summary of the main (key) points of her discussion.

Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *in touch with* and *inner nerd*.

Language Note

Part 1

Penn State is the university where Marshall teaches—Pennsylvania State University.

The noun *nerd* refers to a studious and serious person. It is not usually positive, but Marshall changes the meaning by showing that she wants to understand more about what researchers are doing.

Part 2

Something that is *sexy* is attractive and interesting.

Something that is *accessible* is easy for others to get. The adjective can be used for things and ideas. For ideas, this means it's easy to understand.

To *dumb something down* means to oversimplify it.

Part 3

To be *in touch with* someone is to contact them.

Your *inner nerd* is the nerdy part of your personality.

D CRITICAL THINKING Give students time to take notes before discussing. After pairs discuss, ask each to share one point they talked about.

VOCABULARY IN CONTEXT

A ▶ **6.9** Play the video. If necessary, play it again.

B Have students work individually to complete the activity. Check answers as a class.

Ask students comprehension questions related to the TED Talk using the vocabulary words.

For example:

What are two things that Marshall says to beware of when giving presentations? (jargon, bullet points, dumbing down)

What are a few of the key points that Marshall suggests for successful communication? (simple language, making the topic relevant for the audience, using stories, analogies, and quotes)

PRESENTATION SKILLS

A Read aloud the Presentation Skills paragraph **Engaging with your audience**. Have students preview the sentences.

▶ **6.10** Play the video. Have students check answers in pairs.

Skill Note

Engaging with your audience means to make it feel like you are talking with them instead of talking *at* them. One way of helping them feel at ease with you as a speaker is to use positive body language, as suggested in the **Presentation Skills** box. An audience can quickly understand if a speaker is confident and comfortable by observing body language. Examples of positive body language include having good posture, making warm hand gestures, keeping eye contact with the audience, smiling, and not crossing your arms. Engaging with your audience through your body language is a lot about acting natural when on stage and keeping calm. It is also recommended to move a bit during your speech, as well as to vary gestures instead of repeating the same ones.

Another tip for engaging with the audience is speaking with enthusiasm. Showing your passion for your topic in this way can help get the audience excited and interested.

VOCABULARY IN CONTEXT



A ▶ **6.9** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: c, 2: c, 3: a, 4: c

B Complete the sentences using the words in the box.

beware of barriers to key into by all means

- 1 Keep your presentation slides simple to allow the audience to key into the main point on each slide.
- 2 When making online purchases, you need to beware of hidden costs.
- 3 Language differences are not necessarily barriers to intercultural understanding—we can learn about other cultures through music, food, or art.
- 4 If you feel confident, by all means apply for the job.

PRESENTATION SKILLS Engaging with your audience

Make your presentation seem like a conversation in order to connect with your audience. Here are some ways you can do this:

- Make eye contact.
- Use relaxed and friendly body language.
- Talk enthusiastically—let your personality come through.



A ▶ **6.10** Watch part of Melissa Marshall's TED Talk. Check (✓) the techniques that she uses.

Melissa Marshall _____.

- speaks energetically
- asks the audience questions
- smiles and uses humor
- gets someone to join her onstage
- is relaxed while presenting
- checks her audience's understanding before continuing

B Work with a partner. What advantages are there to making a presentation like a conversation? *Answers will vary.*

I think a presentation that feels like a conversation allows the audience to relax while listening.

C Work in groups. Brainstorm other ways to make a presentation feel like a conversation. *Answers will vary.*



B Write on the board: *Make your presentation seem like a conversation.* Ask pairs to discuss the advantages of this. Then elicit ideas from each pair. Note that the central idea is that a conversation is a more personal and intimate discussion, and we're more likely to stay fully engaged while talking one-on-one. By making a presentation like a conversation, the speaker is connecting more directly with the audience by speaking to them as peers instead of from a place of authority.

C Divide the class into groups. Tell each group to make a mind map of their ideas. Have each group present their best ideas to the class.

➔ **EXTENSION ACTIVITY** Have students work in pairs to make an infographic of the equation that Marshall gives to summarize the point of her talk. Tell students that the infographic should be entertaining and informative, and use simple language to teach Marshall's main points. After pairs finish, put the infographics around the classroom for their classmates to see.

6D Simplifying ideas

COMMUNICATING Explaining a topic of interest Answers will vary.

- A** You are going to explain a particular idea or concept. It can be a game, a sport, a hobby, or an idea from your work or study. Choose a topic and write some notes on it below.

My topic:

Key points:

- B** Decide how you will explain the topic. Think about how you can make it easy to understand.

Giving an explanation

I'd like to tell you more about ...
The basic idea of ... is ...

... is like a(n) ...
You can think of it as a(n) ...

- C** Work in groups. Take turns explaining your topic to your group members.



- C** If time permits, have students practice the presentation with a partner before presenting to their groups. Then divide students into groups so partners are not together. Give each group member one to two minutes to talk about their topic. Then give groups one minute to ask questions.

- ★ **CHALLENGE** Ask each member to share feedback. Was it easy to understand? Was it engaging? What were the positives? What could be improved?

6D

Simplifying ideas

LESSON OVERVIEW

Aims: Plan and give a presentation in simple language; play a guessing game

COMMUNICATING

- A** Have students work individually to complete their notes. Explain that students should choose a topic that they know a lot about so it's easier for them to talk about it. Note that students should focus on topics that require explanations since their goal is to teach their audience.

- B** Tell students to think about how they want to present their information. Remind them that they are giving a presentation, so they should focus on tips that they've learned in the unit for giving clear and effective presentations. Draw students' attention to the language in the **Giving an explanation** box. Illustrate how to use these expressions, for example, *I'd like to tell you more about ice hockey.*

- ⊕ **SUPPORT** Have students review the tips from this about giving presentations. Write them on the board: *Describe your ideas in a simple way; present ideas logically and concisely; include stories, analogies, and/or quotes; use attractive visuals; explain why the topic is relevant to your audience; avoid jargon, don't dumb down; don't use bullet points.*

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GROUP WORK

Divide the class into Groups A and B. Ask the two groups to race to write on the board as many words/phrases as possible describing a person's appearance and character. Volunteers should take turns to describe one student in the class, using the words/phrases on the board. Other students can ask questions. The first student who guesses the name of the student correctly gets the bonus.

GROUP WORK Describing appearance and character Answers will vary.

- A** The whole class is divided into two groups. Each group writes on the board as many words/phrases as possible describing a person's appearance and character.

Appearance	Character

- B** Take turns to describe a student in your class. You may use the words/phrases written on the board.

What does he/she look like? What does he/she sounds like?
What character traits does he/she have? What does he/she move like?

- C** Ask as many questions as possible about the described person so that you can guess who it is. The first student who guesses it right gets the bonus.
- D** Discuss in group how appearance and character may influence communication, and how people react to the communicator. Each group should choose a member to report to the class.

Presentation 2 Suggesting a way to improve communication in your neighborhood

MODEL PRESENTATION

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

better	to share	upload	submit
app	are fixed	more efficient	most important

Hi, I'm Scott. It's great to be here today. Tell me, how many of you have noticed a problem in your neighborhood, like broken street lights? Right, most of you. And how many of you reported it to the local government? Hmm, nobody. Today, I'm going to explain a simple idea that can help people improve their neighborhood.

My idea is for an ¹ app, which allows you ² to share and report local issues. Imagine you're walking down the street and you find a tree blocking the way or trash dumped in a park. You take some photos and open up the app. You ³ upload the photo and add any comments you want. Everyone can then see the details on a map. You can see the issues that people report and when they ⁴ are fixed. Here, you can see the photo of the problem and the location on the map. And here is a list of things that people can ⁵ submit. But that's not all. Users can vote on the ⁶ most important issues and which should be fixed first. So we all help to improve the local area as well as make the government ⁷ more efficient.

So, that's my idea for how we can all help make our neighborhoods ⁸ better. Actually, there are some cities around the world doing this already. My hope is that the idea will spread to all our neighborhoods, so we can all enjoy a more pleasant and safe environment. 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 (✓) them as you watch again. Then compare with a partner.

The speaker ...

- helps the audience visualize by
 - doing a demonstration
 - giving interesting facts
 - telling a story
 - using visuals
- comments on visuals
- opens with an interesting fact
- asks the audience questions
- ends with a hope for the future
- engages with the audience

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B **P.2** Play the video to check answers. Elicit details about the visuals used in the presentation:

1. What kind of visuals does Scott use? (*slides*)
2. What does the speaker use the visuals to do? (*to explain the functions and features of the app*)

C Have students preview the task.

P.2 Play the video again. Have students do the exercise individually. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–3:

1. Helping the audience visualize
2. Commenting on visuals
3. Opening with interesting facts

Then elicit the presentation skills from Units 4–6:

4. Asking the audience questions
5. Ending with a hope for the future
6. Engaging with your audience

Elicit the language that the speaker uses to ask the audience a question (*Tell me, how many of you ...*). Then elicit the language used to end with a hope for the future (*My hope is that ...*).

Review the presentation skills from Units 4–6 in more detail. Elicit the language options or techniques that students can use in **Your Turn**.

Asking the audience questions: Begin the questions with *So ...* and/or *Now ...*

Ending with a hope for the future: *It's my dream that ...; We hope to see the world become ...*

Engaging with your audience: Make eye contact, use relaxed and friendly body language, and talk enthusiastically.

Presentation 2

LESSON OVERVIEW

Aim: Students give a short presentation to a partner to introduce an idea for improving their communities 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:

1. What is the topic? (*an app*)
2. What is the purpose of the presentation? (*to introduce an idea to help the community*)

YOUR TURN

A Have students preview the task. Draw their attention to the word *technology*. Make sure students understand that their plans to improve their communities will involve technology.

Explain that asking and answering questions about your topic is a useful technique for planning content. Note that the first two questions focus on communication issues in the community and the third question focuses on using technology to improve those issues. Point out that students can use their answers as notes for the presentation, or just write answers to brainstorm ideas.

Give students between five and ten minutes to think of how to integrate the topics of technology and community communication. Remind students about Margaret Gould Stewart's job of designing user experiences for large groups of people in Unit 4, as well as Haas and Hahn's efforts to transform communities in Unit 5.

B Read aloud the useful phrases as students repeat. Give students time to what language they want to use in their presentation. Remind students of Melissa Marshall's TED Talk in Unit 6 in which she shared tips for talking clearly about technical topics. Elicit a quick review of her main tips: simplify explanations, avoid jargon, use less text and more visuals, and show the topic's relevance to the audience.

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 praise. Introduce some simple phrases for students to praise

YOUR TURN *Answers will vary.*

A You are going to plan and give a short presentation to explain an idea for improving communication among residents and strengthening the local sense of community. Think about how you could use technology to help the community connect with each other. Make notes in the chart below.

How do people in your neighborhood communicate with one another now?

How close are people in your neighborhood?

How can technology help to improve communication?

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

Useful phrases

Asking the audience questions:	<i>What do you think of when ...?</i> <i>How many of you ...?</i>
Making suggestions:	<i>My idea is for a/an ... that ...</i> <i>What I'd like to propose is ...</i> <i>One way to improve communication is ...</i>
Describing communities:	<i>tight-knit, supportive, united</i>

C Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–6 below. As you listen, check (✓) each skill your partner uses.

The speaker ...

- helps the audience visualize by
 - doing a demonstration
 - giving interesting facts
 - telling a story
 - using visuals
- comments on visuals
- opens with an interesting fact
- asks the audience questions
- ends with a hope for the future
- engages with the audience

D Give your partner some feedback on their talk. Include at least two things you liked and one thing that could be improved.

I liked your presentation. You asked questions and shared an interesting story. But the end of your talk was a bit abrupt.

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each other: *Well done; Great job; You did really well; That was great; That was interesting.*

Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example. (*Your body language was good, and you engaged with the*

audience). Next, students can offer any points that need to be improved. (*But your conclusion wasn't clear enough*).

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

7 Identity

“Where do you come from? It’s such a simple question, but these days, of course, simple questions bring ever more complicated answers.”



Pico Iyer
Travel writer, TED speaker

7 Identity

WARM UP

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

7.1 Play the preview clip of the TED Talk. Ask what Iyer means by *blood and ancestry*.

For question 1, have students work in pairs to paraphrase and discuss Iyer’s main points. The country of Iyer’s ethnic origin is not the country that he’s lived in, so the first assumptions most people make about where he is from are incorrect. Ask students to raise their hands if they can relate to Iyer’s comment. Use this as a segue to question 2.

For question 2, ask students to talk with their partner about where they consider their home to be.

Language Note

A person’s *blood and ancestry* is the cultural and national origins of their family over generations.

EXTENSION ACTIVITY Ask students to make a concept map for their own identities. Tell them to write “me” in the middle circle, and brainstorm connections to their home and identity. Then ask them to share their mind maps with a partner.

UNIT GOALS

In this unit, you will ...

- talk about factors that influence people’s sense of identity.
- watch a TED Talk about the meaning of “home.”
- give advice on how to define one’s identity.

WARM UP



7.1 Watch part of Pico Iyer’s TED Talk. Answer the questions with a partner.

- 1 Why is it hard for Pico Iyer to answer the question about where he is from? [His family is from India, but he has never lived there.](#)
- 2 How would you answer the question in the quote? Is your answer different depending on who is asking? **65**
[Answers will vary.](#)

UNIT GOALS

In this unit, students will watch and discuss about home and identity. Students are asked to talk about what factors shape their own sense of self, and read about and discuss how migration is reshaping the world. Students will use the present perfect progressive tense to talk about ongoing actions and events. By the end of the unit, students will be able to share their thoughts and stories about identity and sense of self in the global world. As students may be sharing their personal backgrounds and stories, encourage a comfortable, accepting, and open-minded learning environment.

TED Speaker

Pico Iyer is an author and public speaker who writes about travel and global lifestyles.

TED Talk Summary

Iyer shares his own story of finding homes in various countries, and reflects on the meaning of *home* and *identity* in a world where over 250 million people live abroad.

Idea Worth Spreading

Home is no longer about where we are from, but about where our identity is formed.

7A

Where are you from?

LESSON OVERVIEW

Aims: Learn language for talking about background and identity; listen to someone talk about their sense of home; practice talking about factors that influence identity

Target Vocabulary: background, factor, have a lot in common, migrant, multicultural, sense of identity, traditional

VOCABULARY

A Have students work individually. Play the audio to check answers. Go over the meaning and use of each word or phrase.

★ CHALLENGE Have students write sentences about themselves using five of the vocabulary words.

B Have students work in pairs. Read the questions aloud. If necessary, give students time to think about their answers before pairs start discussing. Model completed versions of the examples aloud; for example: *My country is very multicultural. There are five different languages spoken and four different ethnic regions; Most of the people in my country are Chinese. But we have a growing group of migrants from other parts of Asia.*



Soccer fans celebrate Germany's victory at the 2014 World Cup.

7A Where are you from?

VOCABULARY Describing identity



A **7.2** Complete the sentences using the words from the box. Then listen and check your answers.

sense of identity	multicultural	background	factors
traditional	migrants	have a lot in common	

- 1 A person's sense of identity is how they see themselves, and it usually depends on many different factors.
- 2 Even if two people are from different countries, they may still have a lot in common.
- 3 The United States has a multicultural society, consisting of people from different ethnic groups.
- 4 Every year, millions of migrants move to other countries for work or to find better lives.
- 5 In today's globalized world, the traditional idea that people are mainly from a monocultural background is becoming less true.

B Work with a partner. Discuss these questions. *Answers will vary.*

- 1 How multicultural is your country? Which cultures are the most common?
- 2 What are some traditional cultural practices in your country?

My country is very multicultural. There are ...

Most of the people in my country are Chinese. But we have a growing group of ...

Language Note

Note that the term *sense of identity* is a central theme of the unit. Your *sense of identity* is how you interpret your identity. Note that the term *sense of* is used in this phrase to communicate an interpretation. So your *sense of identity* is open to interpretation. Note that the unit encourages students to approach the idea of identity as something that is not rigid, and worth rethinking in the global world.

Note that a *migrant* is someone who has relocated, usually to find a better standard of living. The noun *immigrant*, which students might also be familiar with, more specifically describes a person who has moved permanently to another country.

LISTENING Multicultural experiences

Listening for opinions

You can identify the speaker's opinions by listening for phrases that introduce thoughts.
I would say that ... To me, ... I think the best part is ...



A ▶ **7.3** Watch Janice Reis Lodge talk about her background. Match the parts of the sentences to complete the descriptions about her life and family.

- | | | |
|-----------------------------|---|---------------------|
| 1 She was born in | ○ | Singapore. |
| 2 She met her husband in | ○ | the United Kingdom. |
| 3 Her husband is from | ○ | South Africa. |
| 4 Her children were born in | ○ | Portugal. |
| 5 She now lives in | ○ | China. |



B ▶ **7.4** Watch Reis Lodge talk about her sense of home and identity. What does "home" mean to her? Discuss with a partner.

"Home" is where she is living at the moment.

C CRITICAL THINKING They learn about different cultures; her children learn Mandarin and get to make friends from very different backgrounds. **Reflecting** Work with a partner. What does Reis Lodge and her family enjoy about being able to experience various cultures?



Manager Janice Reis Lodge with her children

SPEAKING Talking about your background



A ▶ **7.5** Listen to the conversation and fill in the blanks with what you've heard.

A: You've been living here for a couple of years now, right?

B: Yeah, it's a wonderful place. And the people are really friendly.

A: Glad you like it. Do you plan to stay in Argentina? for a while longer?

B: Actually, I'll probably move to Thailand next year.

A: Oh, is that where you're from?

B: My mother's Thai, but I grew up in France. My dad was working there. He's American.

A: Wow! I've never lived overseas. I've lived here all my life.

B: Really? Would you like to live abroad for a while?

A: I'm not sure. All my family and friends are here.

B ▶ **7.5** Listen to the conversation again and mark the words or phrases with / for a rising tone (升调), \ for a falling tone (降调), and - for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

C Work with a partner. Write three things about your background that most people don't know. Then share them with your partner. *Answers will vary.*

that she encourages her family to enjoy and discover what's exciting about whatever place they are currently living in. Ask volunteers to share with the class some ideas they discussed.

SPEAKING

A Give students time to preview the task.

▶ **7.5** Play the audio. Then check answers as a class.

B Play the audio again. Ask students to practice the conversation, paying attention to the right pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check the answers as a class.

C Give students time to think about three points. Point out that students will be sharing with others in the class, so they should choose information that they feel comfortable telling others. Tell students to try to think of interesting points that will teach their classmates more about themselves.

Ask for volunteers to share some of the information they learned about their partners.

★ **CHALLENGE** Encourage partners to ask more in-depth follow-up questions. For example, *What places do you consider home? Where would you like to live?*

➡ **EXTENSION ACTIVITY** Have students talk in pairs about someone they know with a multicultural background. Explain that a multicultural background usually refers to someone with more than one culture or nationality, but can also refer to someone who has lived many places and experienced many cultures.

LISTENING

A Read the information in the **Listening for opinions** box aloud as students read along. Point out that students can also use this language when expressing opinions. Note that the phrases offer more advanced options than what students have learned or heard so far in the textbook. Elicit any additional language students know for expressing opinions and beliefs:

(*I think ...; I believe ...; I tend to agree that ...*).

Have students preview the task.

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

B Have students preview the task.

▶ **7.4** Play the video. Have students do the exercise individually. Have students check answers in pairs and then continue in those pairs for the discussion for **C**.

C CRITICAL THINKING Read the question aloud. Explain that students will have to infer the answer based on what they heard in the video. Reis Lodge says

7B

Global movement

LESSON OVERVIEW

Aims: Read an infographic about human migration over time; give a survey about places where classmates have lived

Infographic Summary: Changing global trends in migration are shown over the 23-year period between 1990 and 2013. While the two most popular places where immigrants go haven't changed—the United States and Russia—in 1990 the majority of immigrants were from Russia and Afghanistan, whereas in 2013 the majority were from India and Mexico. And the population of the United Arab Emirates has the highest percentage of migrants in the world at 84%.

LANGUAGE FOCUS

A Have students to look over the infographic. Elicit some ideas about why people migrate today versus in the past.

B Read the question aloud.

7.6 Play the audio. Have students do the exercise individually and then check answers in pairs. Elicit more details about the conversation. Ask: *Where is Nick moving?* (France) *Why does the speaker's sister want to study overseas?* (She wants to go somewhere new and learn.) *Where does the speaker want to live?* (in the same place where he is now)

C Have students preview the task.

7.6 Play the audio. Have students do the exercise individually. Check answers as a class. Elicit how to make each false statement true.

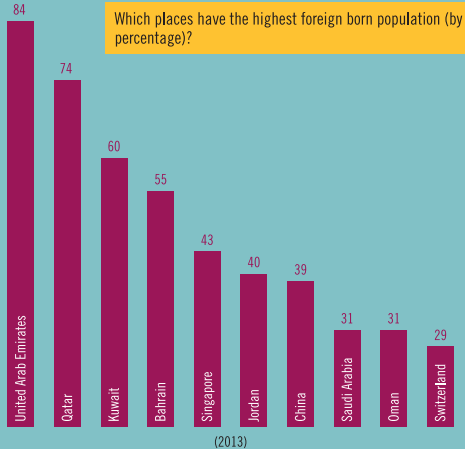
7B Global movement

LANGUAGE FOCUS Discussing human migration

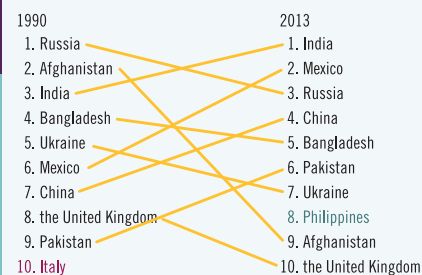
A Look at the information. What could be some reasons for the differences between migration patterns in 1990 and 2013?

MIGRATION PATTERNS

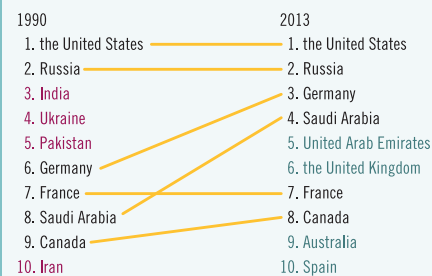
The places that international migrants travel to have changed over time.



WHERE DO INTERNATIONAL MIGRANTS COME FROM?



WHERE DO INTERNATIONAL MIGRANTS GO?



B **7.6** Listen to the conversation. What are the reasons mentioned for moving or going to another country?

- family work travel study volunteer work

C **7.6** Listen to the conversation in **B** again. Circle **T** for true or **F** for false.

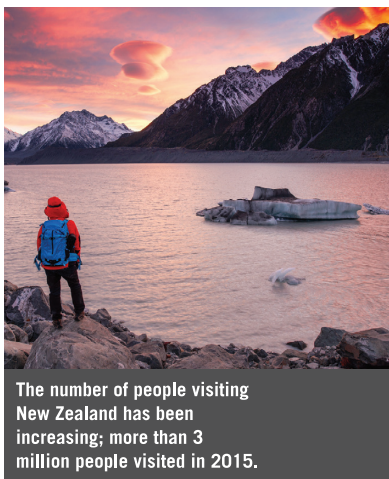
- The woman's colleague has been living in France.
- The man's sister has been working at her current company for five years.
- The man has lived in the same country all his life.

- T F
T F
T F



D ▶ **7.7** Complete the conversation. Fill in the blanks. Then listen and check your answers.

- A: Hi! It's been a while. How have you been?
 B: Good. Actually, ¹ I've been getting to go overseas. I leave next week.
 A: Really? Where are you going?
 B: New Zealand. I've never been there before.
² I've been looking forward to going for ages.
 A: How long will you be there?
 B: Six months. ³ I'll be studying and also traveling around the country.
 A: Wow, sounds great. Actually, ⁴ I've been reading about New Zealand recently. It sounds like a great place to visit.
 B: Yeah. There are a lot of fun things to do. I've checked them out on the Internet. So what about you? Are you planning any trips?
 A: Not right now. ⁵ I've been pretty busy at work these past few months.



Grammar Note

Note that the language in the chart introduces the present perfect progressive tense, which uses *have/has been* + present participle (*-ing* form) for ongoing events and actions. The present perfect progressive is used for something that's temporary but ongoing: *I've been traveling for two weeks*.

In contrast, the present perfect simple tense is used for more permanent events and actions: *I've traveled since I was young*.

Note that *have/has* is usually contracted with the subject (*I've been studying; He's been doing well*), except in cases when the verb is negative, and then *have/has* is contracted with *not* (*I haven't been studying; He isn't doing well*).

Note that the following verbs are not typically used in the present perfect progressive tense: *know, like, be, have*.

SPEAKING Talking about living abroad Answers will vary.

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

Talking about ongoing actions and events

I've been living in Beijing since 2015.

She hasn't been living in Nanjing for the past ten years.

How long have you been studying overseas? I've been studying overseas for three years.

For more information on **present perfect progressive**, see Grammar Summary 7 on 156.

B Find a person for each of the items in the chart. It could also be someone your classmate knows. Write their names and ask a follow-up question to get more information. Try to use **present perfect progressive**.

Find someone who ...	Name	Details
has been living in this city for more than ten years.		
has family or friends in at least two other countries.		
comes from a different city or country.		
would like to move to a different city or country in the future.		

Have you been living in Shanghai for more than ten years?

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B Read over the chart together as a class. Tell students to think about how to ask each point as a question. Model the example with a volunteer.

Have students walk around the class and ask each other questions. Point out that students need to find out more details. Tell them to ask follow-up questions to get more information.

➔ **EXTENSION ACTIVITY** Ask students to write about their current lives, including ongoing events that are happening. Then have them read their paragraphs to a small group. Tell group members to ask questions. Another option is to have students write about a migrant they know. Ask them to introduce that person to their classmates.

D Have students work individually.

▶ **7.7** Play the video to check answers. Elicit some details about the conversation. Ask:

How long will the speaker be there?
(six months)

Where is the speaker getting information about New Zealand?
(the Internet)

SPEAKING

A Have students read over the language chart for **Talking about ongoing actions and events**.

Go over the meaning and use of the present perfect progressive tense. Direct students to page 156 of the Student's Book for more information.

7C

Where is home?

LESSON OVERVIEW

Aims: Watch and understand a talk about how living in many places has shaped one person's impression of the idea of home; practice using stories to personalize your message

Target Vocabulary: alien, ancestry, evolve, foreigner, represent

TED Talk Summary: When someone is ethnically from India, but educated in England and lives in the United States and Japan, where is home? This is the topic that Pico Iyer explores in his talk about the shifting meaning of identity in the global world. Iyer uses his own personal story as a springboard to share his belief that home and self in the modern, global world is much more about who you are and the people you care for than the place you are originally from.

PREVIEWING

Give students enough time to read the introduction on Pico Iyer as well as the paragraph that summarizes his ideas. Note that by this point in the unit, students have discussed and thought about sense of identity quite extensively. Pico Iyer's ideas offer yet another opinion on the same topic. Tell them to use all the ideas and information they have gathered so far in the unit to support their viewing of the TED Talk.

Check answers as a class. If necessary, explain the meaning of each word or phrase and elicit additional example sentences for each. Note that *alien* also means to be from a foreign country, *ancestry* refers to ethnicity, and *evolving* usually suggests a positive change.

VIEWING

A Have students preview the task.

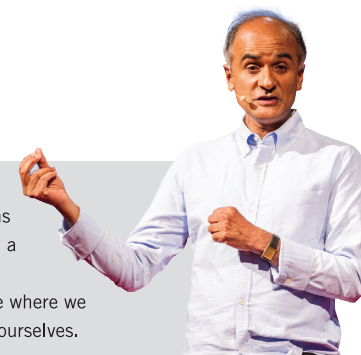
7.8 Play Part 1 of the TED Talk.

7C Where is home?

TED TALKS

PICO IYER has traveled widely throughout the world and is best known for his travel writing. He explores the meaning of "home," what it means to be on your own, the joy of travel, and how travel can help us focus in a world of technological distractions.

Pico Iyer's idea worth spreading is that our "home" is not just the place where we are born and raised; it's the place where we feel we have truly become ourselves.



PREVIEWING

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

More and more people now live in a different country than the one in which they grew up. In the past, most people probably felt somewhat **alien** whenever they traveled outside their own country. It may also have been less common for locals to see or interact with **foreigners** in their countries. But the situation is different now. The traditional idea of people having single cultural backgrounds is slowly **evolving**. People with multicultural backgrounds now **represent** a new normal: a mix of languages, **ancestry**, cultures, and customs.

- | | | |
|--|-------|------------|
| 1 be an example of | _____ | represent |
| 2 changing | _____ | evolving |
| 3 your family's history | _____ | ancestry |
| 4 people from a country other than yours | _____ | foreigners |
| 5 strange or unfamiliar | _____ | alien |

VIEWING



A **7.8** Watch Part 1 of the TED Talk. Why could Pico Iyer be considered as these nationalities? Match the nationalities to the reasons.

Pico Iyer could be considered ...

- | | | |
|------------|-----------------------|--|
| 1 Indian | <input type="radio"/> | because it is his birthplace and where he grew up. |
| 2 English | <input type="radio"/> | because it is where his ancestors were from. |
| 3 American | <input type="radio"/> | because he likes the place and spends a lot of time there. |
| 4 Japanese | <input type="radio"/> | because it is where he pays his taxes and sees his doctor. |

B Work with a partner. Pico Iyer says that he doesn't really belong to any of the nationalities in **A**. What reasons does he give?

He's not really Indian because he's never lived there and doesn't speak any of the languages; He's not really English because he left after graduating and also looked different from the other students; He's not really American because he has an alien identification card and feels foreign there; He's not really Japanese because he's on a tourist visa and isn't regarded as a local.

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Give students time to work individually to match the information. If necessary, play Part 1 again to support comprehension. Then check answers as a class.

Write on the board: *What does Iyer mean by "100% of my blood and ancestry"?*

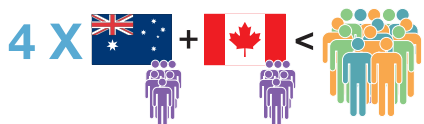
Iyer is talking about his ethnic background, which is Indian. Note that Iyer's point is that while traditionally this is what defined our cultural identity, in today's world many people are born in countries other than where their ancestors lived.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *classic English heroes* and *pink card*.

B Have students work in pairs to discuss the question. Explain that they should note why Iyer doesn't connect wholly to India (he's never lived there), England (he didn't feel represented there), the United States (he is considered an alien there), and Japan (Japanese people don't see him as someone who belongs there). Check answers as a class.



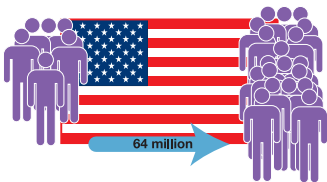
C ▶ **7.9** Watch Part 2 of the TED Talk. Pico Iyer describes the “floating tribe” (people who live in countries not their own) in two ways. Check (✓) the diagrams that best illustrate what he says.



The number of people in the floating tribe is more than 4 times the total population size of Canada and Australia combined.



The population of the floating tribe is smaller than Canada’s population.



The population of the United States has increased by 64 million.



If the floating tribe were a nation, it would be the fifth-largest in the world.



D ▶ **7.10** Watch Part 3 of the TED Talk. Discuss these questions with a partner.

- 1 What is Pico Iyer’s attitude toward the people belonging to the floating tribe? Give examples from his talk to explain your answer. *Pico Iyer has a positive attitude toward the people in the floating tribe. He mentions the many possibilities that the age of movement brings. He also says that the mixing of cultures and places is wonderful.*
- 2 Why does Pico Iyer think the young man and the young woman he describes in his talk probably have a lot in common? *As both of them have multicultural backgrounds, they may have had many similar life experiences, which someone from a single cultural background may not have.*

E CRITICAL THINKING

Synthesizing Work with a partner. How do Pico Iyer’s opinions compare with your opinions? Do they have anything in common? *Answers will vary.*

VOCABULARY IN CONTEXT



A ▶ **7.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: a, 2: c, 3: b, 4: b, 5: a

B Complete the sentences using the expressions in the box. Two are extra.

earned the right to tribe unimaginable exhilarating blend of

- 1 New York City is a diverse place with a(n) blend of ethnicities.
- 2 The Internet has resulted in new methods of learning and communication that were previously unimaginable.
- 3 Visiting culturally diverse places can lead to exhilarating new experiences.

E CRITICAL THINKING Give students time to discuss in pairs before having a class discussion on this question as well as the ones in **D**. Note that Iyer feels that the changes happening to the world’s countries and cultures because of migrants is a positive thing, which is the same attitude of the author of the reading passage.

Language Note

Part 1

When Iyer says that he does not look like *classic English heroes*, he is saying that his appearance does not match the Caucasian characters in the books he read in school.

The *pink card* is his resident card in the United States.

Part 2

The term *sweetheart* is a name of affection for someone we love.

Iyer has coined the phrase *floating tribe* to describe people who do not stay in the country they were born in.

A *nation-state* is a country under its own rule.

Part 3

Something that is *evolving* is changing slowly, generally for the better.

Something that is *exhilarating* is exciting and inspiring.

Traditionally, *kin* means blood relative, but the word is also used to refer to someone to whom you feel a connection.

Something that is *unprecedented* has never been seen before.

C Have students preview the diagrams. Tell them to listen carefully to Iyer’s explanation. Point out that more than one diagram may be correct.

▶ **7.9** Play Part 2 of the TED Talk. If necessary, play Part 2 again. Have students do the exercise individually. Check answers as a class.

Read the script to go over the meaning of Iyer’s comparisons.

Elicit or explain the meaning of any additional unfamiliar language. Note that *floating tribe* is a key term for students for Activity **D**. Suggestions for Part 2 include *sweetheart*, *floating*

tribe, and *nation-state*.

D Have students preview the discussion questions. Before playing, make sure students understand the term *floating tribe*. For question 2, ask students to think about why Iyer describes the man and woman as *kin*.

▶ **7.10** Play Part 3 of the TED Talk. Have students discuss in pairs before checking answers as a class.

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 3 include *ache*, *exhilarating*, *kin*, and *unprecedented*.

VOCABULARY IN CONTEXT

A ▶ **7.11** Play the video. If necessary, play it again.

Read the questions aloud. Have students work in pairs to share answers. Check answers as a class.

B Ask students comprehension questions related to the TED Talk using the vocabulary words. For example:

In what countries did Iyer feel that on one level he fit in, and on another, he was alien? (India, England, United States, Japan)

PRESENTATION SKILLS

A Read the Presentation Skills paragraph **Using stories to personalize your message** aloud. Explain that a true story is called an *anecdote*.

Have students read along as they watch.

▶ 7.12 Play the video. Check answers as a class. Elicit other phrases that work for indicating that a story is fiction. Possibilities include: *Imagine that ...*, *Let's pretend that ...*, and *Here's a story for you*.

Skill Note

Using a story is another way to engage the audience and help them visualize the situation or topic that you are discussing.

The story can be a personal one about your life, or it could be an imagined one to give an example. Iyer uses both types in his talk. He speaks freely about his own life and then also offers examples of other similar people who come from mixed backgrounds and have lived in different places.

Note that a story can be simple, but it should be somewhat descriptive with characters, a setting, and a plot. Iyer's stories are not complicated, and sometimes they are only one sentence long. Yet he easily sets the scenes with simple, yet specific word choice. We can see him as a student in England, or at the dentist in America, or somewhere in Japan. His description of the half-Korean, half-German woman meeting the half-Thai, half-Scottish man is a scene we can imagine. And we can picture the young daughter of theirs writing about her life.

B Have students preview the task. Tell students to use what they remember of each TED Talk to identify the correct story.

Check answers as a class. Elicit a description of each story in students' own words.

PRESENTATION SKILLS Using stories to personalize your message

Stories are powerful ways to personalize your message and illustrate your points. You can use both real and fictional stories.



A ▶ 7.12 Watch part of Pico Iyer's TED Talk. Why does he tell this story?

- a to describe the people he was close to
- b** to show how different he felt from his classmates
- c to explain why he wanted to be different from his classmates

B Match the TED speakers below to the stories that they told.

- | | | | |
|---------------------|---|---|---|
| 1 Kenneth Shinozuka | ○ | ○ | teaching a class of engineering students |
| 2 Haas and Hahn | ○ | ○ | seeing a family member wander around at night |
| 3 Melissa Marshall | ○ | ○ | going to Vila Cruzeiro |

C Why do the TED speakers in **B** tell those stories? What points are they trying to make?

Kenneth Shinozuka uses the story to talk about how he got the idea for his invention.

Haas and Hahn use the story to talk about why they were in Rio de Janeiro.

Melissa Marshall uses the story to talk about how she realized the importance of communication.

Brooklyn Bridge in New York City. New York is one of the most culturally diverse cities in the United States.



C Read the questions aloud. Have students work in small groups to discuss each of the stories. Tell students to share what they remember of each story first, and then talk about its meaning and relevance for the speaker's overall message. Ask students to also discuss whether they think the stories helped keep the audience engaged in each case.

After students discuss, elicit a class discussion. Ask for volunteers to share some points that their group discussed.

➔ EXTENSION ACTIVITY Have students work in pairs to write a story about two people from the floating tribe meeting somewhere in the world. Tell students that their stories should describe the characters, set the scene, and offer a plot, but that the stories don't necessarily have to be very long. Point out that the audience should stay engaged throughout. Have pairs read their stories to the class.

7D A sense of identity

COMMUNICATING A survey on identity Answers will vary.

A What factors below do you think are important in giving you your sense of identity? Add your own idea and circle the level of importance.

Factors	Level of importance				
	1 = not important; 5 = very important				
1 Where you were born	1	2	3	4	5
2 What language(s) you speak	1	2	3	4	5
3 Where you grew up	1	2	3	4	5
4 What culture(s) you are familiar with	1	2	3	4	5
5 Where you live now	1	2	3	4	5
6 Where your closest friends are from	1	2	3	4	5
7 Where your parents were born	1	2	3	4	5
8 What your job is	1	2	3	4	5
9 Where you spend most of your time	1	2	3	4	5
10 Your idea: _____	1	2	3	4	5

B Work in groups. Compare your ideas and create a list ranking the factors in A.

Making comparisons

... isn't as important as ...

... definitely has a stronger influence on ...

... probably has a bigger impact on ...

I think that ... doesn't matter as much

For me, where I was born is ...

I don't think that ... is so important to me.

C Tell the class about your group's top three factors and explain why you think they are the most important.



7D

A sense of identity

LESSON OVERVIEW

Aims: Take a survey and discuss thoughts and opinions on identity; talk about global migration

COMMUNICATING

A Explain that students are going to consider their own sense of identity more deeply, as Iyer did in his talk. Tell them to work individually to complete the chart. Make sure that they understand to give a ranking of how important each point is to their individual sense of self, with 1 being not important and 5 being very important. Remind students that their answers will be individualized based on their own feelings and experiences. Tell students to add at least one idea of their own. Encourage them to add a few more, if possible.

B Give students time to write some notes about their reasons for their rankings. Divide the class into small groups. Ask members to go over each point and share their rankings and their reasoning. Point out that students will hopefully have different opinions, as this will make their discussions lively and interesting. Encourage them to use personal stories to explain further. Remind students of some useful phrases for discussing opinions and beliefs:

*I would say that ...; In my view, ...;
I think the best part is ...; I think ...
because ...; I agree. / I don't agree;
I agree, but I also think ...; Generally,
I prefer ...; I usually try to ...;
I tend to ...*

C After groups discuss, ask each group member to decide what factors they think are the three most important. Ask them to share these with the class and give reasons. Tell groups that each member should speak when presenting their ideas to the class.

GROUP WORK

Ask students if they have friends who have gone abroad to study. Have them think about the reasons, and discuss the topic of global migration.

GROUP WORK Global migration Answers will vary.

- A** Discuss the most important reasons why people might decide to move to a different country or region. How do the people impact the place they move to?

	Reasons		Influences
1	for better work opportunities	1	contribution to economy
2	for improved standard of living	2	bringing to cultural diversity
3	because of conflict in their own countries	3	creating tension in the host country
4	Your idea: _____	4	Your idea: _____

- B** Look at the useful phrases below. What attitude does your group have toward global migration?

Expressing attitudes:

In my opinion, ...

In my view, ...

As far as I'm concerned, ...

As I see it, ...

It is perceived that ...

On the one hand, it is..., but on the other hand, it is...

- C** Present a summary of your ideas to the class.

8 Transportation Solutions



Sanjay Dastoor
Roboticist, TED speaker

“So we built something. I've got some of the pieces in my pocket here.”

8

Transportation Solutions

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Note that the quote will not be heard in the clip.

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

For question 1, elicit any details about the machine that Dastoor describes in the video clip (*electric vehicle, weighs less than a bicycle, you can carry anywhere, can charge in 15 minutes, runs for a long distance on little electricity*). Have the class brainstorm some possible ideas for the type of vehicle he is describing. Draw their attention to the quote on the page. Write their ideas on the board.

For question 2, have students work in pairs. Give them a few minutes to look through the unit. Then elicit the names of vehicles in the unit and write them on the board next to students' ideas from question 1.

Forms of transportation in the unit include: *buses, trains, cars, motorbikes, bicycles, the subway, planes, taxis, boats, the Hyperloop, space shuttles, driverless cars, electric vehicles, the WalkCar, jetpacks, and skateboards.*

➡ **EXTENSION ACTIVITY** Ask students to choose a vehicle that they would like to try. Tell them to explain to a partner why they want to try out that vehicle. Ask them to talk about how it might change their daily life.

UNIT GOALS

In this unit, you will ...

- talk about the future of transportation.
- watch a TED Talk about an eco-friendly way of getting around town.
- give advice on how to solve transportation.

WARM UP



▶ **8.1** Watch part of Sanjay Dastoor's TED Talk. Answer the questions with a partner.

- 1 What kind of vehicle do you think the speaker is talking about? *Answers will vary.*
- 2 Look through the unit. What types of transportation do you see? *Answers will vary.*

75

UNIT GOALS

In this unit, students will watch and discuss about how technology could improve transportation. From electric skateboards to driverless cars, how we get around is likely to change a lot in the coming years. Students will learn language to talk about the evolution of transportation, and by the end of unit, they will be able to make predictions and make comparisons about products that may transform our daily lives.

TED Speaker

Roboticist Sanjay Dastoor's company Boosted Boards builds electric skateboards.

TED Talk Summary

Dastoor hopes to change our idea of what a vehicle is by introducing a new, lightweight form of transportation. He shows the audience how his simple skateboards can make commuting easy, while helping the environment.

Idea Worth Spreading

We can use what's already engineered and available to create new ways to get around that are easy to use and good for the environment.

8A

Daily commutes

LESSON OVERVIEW

Aims: Learn verbs for talking about getting around; listen to a description of someone's daily commute; practice talking about travel routines

Target vocabulary: drive, get in, get off, get on, ride, take

VOCABULARY

A Have students work individually to match the verbs and objects. Check answers as a class. Elicit example sentences for each. Draw students' attention to the verbs and objects that cannot be used together and the ones that are not typically used together.

B Have students work individually to write their answers. Check answers as a class.

C Read the questions aloud. Have students work in pairs. Model the conversation with a volunteer. Point out that they will use expressions of frequency in their answers. Note that these will be reviewed in **Listening**. Tell students to think about their daily commutes. If time permits, ask students to also talk about the various options on their commutes and to explain which is their favorite and why.

Language Note

We *get in* and *get out of* a car or taxi, but we don't *get on* or *get off* one. We can also take a *ride in* a car or taxi.

The only person who can *drive* a train is the conductor. A pilot does not *drive* a plane but *flies* it. In both cases, the phrase *operate the controls of* can also be used.



8A Daily commutes

VOCABULARY Describing modes of transportation

A Check (✓) the words that are normally used with the types of transportation.

	ride	get on	get in	get off	take	drive
a bus	✓	✓		✓	✓	✓
a train	✓	✓		✓	✓	✓
a car	✓		✓		✓	✓
a motorbike or bicycle	✓	✓		✓	✓	
the subway	✓	✓		✓	✓	
a plane	✓	✓		✓	✓	
a taxi	✓		✓		✓	✓

B Complete the sentences using the words in the chart above.

- I ride my bicycle to work every day.
- I sometimes get off the bus two stops early and walk the rest of the way home.
- The train was so packed this morning that I couldn't get on. I had to wait for the next one.
- When I'm in a hurry, I usually take a taxi to work.

C Work with a partner. Which of the modes of transportation in **A** do you use? How often do you use them and where do you go? **Answers will vary.**

My dad drives me to school sometimes.

I usually take the subway to go from my home to college.

The verb *cycle* can also be used for *ride a bicycle*. A person *gets on* and *gets off* a bicycle.

The verbs *ride* and *take* can be used interchangeably when referring to a bus, train, or subway. For example, a commuter *takes the subway* or *rides the subway*. Both mean the same thing.

While *ride* is also used to talk about being in a car, with cars that are taxis the verb *take* is more common.

Note that with adverbs of frequency, the most common sentence or clause structure is subject + verb + adverb of frequency + object. Examples of adverbs of frequency include *always*, *almost always*, *usually*, *often*, *generally*, *sometimes*, *occasionally*, *rarely*, *hardly ever*, *almost never*, and *never*.

Other expressions for frequency include giving the number of times you do something: *every year*, *once a week*, *twice a day*, and so forth.

LISTENING An unusual commute

Listening for frequency

We talk about our routines by using words expressing frequency.
Every morning, I ... I run ... times a week. After I get up, I usually ...



A ▶ **8.2** Cyril Burguiere has an unusual commute. Watch and discuss with a partner why he chose this type of commute. **He wanted more SUP practice time.**



SUP enthusiast Cyril Burguiere paddling down the Willamette River in Portland, Oregon

B ▶ **8.2** Watch again. What does Burguiere enjoy most about his commute?

- being able to work out every morning
- saving time on commuting
- being close to nature
- meeting new people on his journey

C CRITICAL THINKING *Answers will vary.*

Reflecting Work with a partner. How would you like to travel to school or work? Why?

SPEAKING Talking about your daily routine



A ▶ **8.3** Listen to the conversation and fill in the blanks with what you've heard.

- A: Hey, you just moved to a new apartment, right? **How do you get to work now?**
 B: It's quite complicated. I have to walk, take a bus to the train station, then take a train. Before this, I just walked ¹ a few minutes and then took a bus.
 A: Wow! **How long does it take** for you to get to the office?
 B: **It takes over an hour.** More sometimes. ² You have a short commute, don't you?
 A: I drive, so it takes me about 20 minutes door to door, ³ unless I'm stuck in traffic.
 B: **Have you ever thought about** cycling to work?
 A: **That sounds** pretty fun, but it would ⁴ take an hour at least.
 B: But it would be a great workout!

B ▶ **8.3** Listen to the conversation again and mark the words or phrases with / for a rising tone (升调), \ for a falling tone (降调), and - for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

C Work with a partner. Describe your travel routines. What do you like or dislike about your commute? Use the expressions in **blue** above to help you. *Answers will vary.*

Most of the time, I go to school by bus because it's really convenient.

I like walking to school. I get to ...

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LISTENING

A Read the information in **Listening for frequency** box aloud as students read along. Elicit adverbs of frequency as well as other frequency expressions.

Point out that it's common to talk about frequency when describing our commutes because commuting is a regular habit. Have students preview the task.

▶ **8.2** Play the video. Have students do the exercise individually. Check

answers as a class. Ask questions to elicit some details about the video: *How does Cyril get to work? (stand up paddle board, or SUP) How far does he paddle to work? (four kilometers) What kind of animal did he get close to on his commute? (a sea lion)*

B Have students preview the task.

▶ **8.2** Play the video again. Have students do the exercise individually. Have students check answers in pairs and stay in those pairs for the discussion in **C**.

C CRITICAL THINKING Read the question aloud. Tell students to imagine how they would travel to school or work if they could use any form of transportation. Encourage students to make it interesting and different. Remind students of the different forms of transportation that they listed in question 2 of **Warm Up**.

SPEAKING

Give students time to preview the task.

A ▶ **8.3** Play the audio. Have students do the exercise individually. Check answers as a class.

Elicit the answers to the following questions:

How long does it take the speakers to get to work now? (A: 20 minutes; B: over an hour)

Which is easier, the commute from the old apartment or the new apartment? (the old apartment)

Why doesn't Speaker A want to cycle to work? (It will take too long.)

B Play the audio again. Ask students to practice the conversation, paying attention to the right pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check the answers as a class.

C Have students work with a different partner than in **B**. Tell students to explain how they typically commute now, using expressions of frequency. Ask students to give reasons for what they like or don't like about their commutes. Tell students to share how they would change their commute if they could. Encourage partners to ask questions to find out more details.

Ask for volunteers to share with the class some points they talked about.

⊕ **SUPPORT** Elicit or introduce possible opening questions for the conversation. Write them on the board along with the other questions from **A**. *How do you commute? How do you get to school/work every day? Do you use more than one form of transportation on your commute?*

8B

The future of transportation

LESSON OVERVIEW

Aims: Read an infographic that predicts future transportation methods; use language for making predictions; talk about how travel may change in the future

Infographic Summary: The infographic shares a number of ways technology is going to make transportation and commuting more exciting, from driverless cars on the ground to airships and trains in the sky. And for vacations, a quick trip into space might be possible as early as 2030.

LANGUAGE FOCUS

A Have students look over the infographic.

Read the questions aloud. Ask students to choose which form of transportation they think they will be using in the next 20 years. Then have students compare their predictions with a partner. Encourage them to also talk about what current transportation will no longer exist in 20 years.

B Read the question aloud and tell students to listen for the answers.

▶ 8.4 Play the audio to check answers in pairs. Elicit more details about the conversation. Ask the following: *When will space vacations be possible? (2030) How much might a space travel ticket cost? (\$250,000)*

8B

The future of transportation

LANGUAGE FOCUS Making travel predictions

A Read the information. What kinds of transportation do you think we will have in the future? How do you think current modes of transportation will change? *Answers will vary.*

TRANSPORTATION IN THE FUTURE

Here are some ways we may be able to get around in the future.

AIR TRAVEL

By 2050, we might be able to travel between London and Sydney in under three hours, using planes that travel outside Earth's atmosphere.

EXPLORING SPACE

By 2030, ultra-luxury travelers might be able to travel into space for vacations.

DRIVERLESS CARS

By 2020, fully autonomous cars will be on the roads in some countries, allowing everyone to be a passenger.

HYPERLOOP

By 2020, people might be traveling between Los Angeles and Las Vegas in a high-speed pod powered by air pressure. The journey will take only about 30 minutes—less time than traveling by plane.

SKYTRAN

With more traffic congestion on the roads, more transportation will take to the air. SkyTran is one solution, where people travel in pods along rails in the air.

GIANT AIRSHIPS

By 2100, there might be giant airships carrying goods and taking passengers on cruises around the world.



B ▶ 8.4 Listen to the conversation. What are some pros and cons of space travel that the speakers mention? Discuss with a partner. *Pros: amazing views of Earth; being able to float in space*
Cons: risky; tickets won't be cheap

C ▶ 8.4 Listen to the conversation in **B** again. Complete the sentences from the conversation.

- I read that by 2030, people _____ **will** _____ probably _____ **be able to take** _____ their vacations in space.
- Virgin Galactic **and a few other companies are already working on it**.
- But they _____ **will be doing** _____ test flights for the next few years.
- One day, we all _____ **might be able to go** _____ into space on day trips!

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C Have students preview the task.

▶ 8.4 Play the audio again, pausing after each sentence so that students can fill in the blanks. Check answers as a class.



D ▶ **8.5** Listen to the following statements. Circle T for true or F for false.

- | | | | |
|---|----------------------------------|-----------------------|---|
| 1 Some students at Stanford University are trying to create the Hyperloop. | T | <input type="radio"/> | F |
| 2 The Hyperloop can move people from Los Angeles to San Francisco in 1.5 hours. | T | <input type="radio"/> | F |
| 3 The Hyperloop is more expensive than rail travel. | T | <input type="radio"/> | F |
| 4 It must cost a large sum of money to build the Hyperloop. | <input checked="" type="radio"/> | T | F |



Visitors at a Hyperloop test site in Las Vegas

SPEAKING Changes in global travel

A Read and study the language in the chart. Pay attention to the use of **will** and **might**.

Making predictions

Global car ownership **will** rise to 2.5 billion by 2050.
If the Hyperloop is built, it **will** definitely transform how we travel.
Tickets for space travel certainly **won't** be cheap.

Driverless cars **might** help make driving safer.
People **might** be able to take vacations in space by 2030.
Electric vehicles **might not** be as fast as fuel-powered cars, but they are better for the environment.

For more information on **will** and **might**, see Grammar Summary 8 on page 157.

B Work in groups. Imagine what global travel will look like in the future. Write your predictions in the chart and try to use **will** and **might**. Describe your predictions to the class. *Answers will vary.*

In ...	Predictions
5 years	
20 years	
50 years	
100 years	

In 20 years, I think we'll have cars that can fly. These flying cars will be driverless.

Within the next 50 years, people might be able to take day trips to space.

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Grammar Note

Note that the language in the chart focuses on making predictions about the future, which means the events are not decided. Both *will* and *might*, as well as *going to*, can be used for this purpose of talking about what might happen in the future.

When making predictions, the verbs *will* and *going to* can be used interchangeably. Both show a high degree of certainty about the prediction being talked about.

The verb *might* is useful when talking about something with a lesser degree of possibility than with *will* or *going to*. Note that *may* can also be used to express possibility.

B Divide the class into small groups. Explain that groups should brainstorm a number of different predictions. Tell groups that each member will present one prediction to the class. Remind students to review the language chart on page 79 to support their descriptions. Model the example sentences with a volunteer. Encourage students to use some of the presentation skills they've learned so far in the textbook while presenting their predictions to the class. If time permits, have the class vote on their favorite predictions for travel in each future time period.

➡ **EXTENSION ACTIVITY** Have students find out more about Virgin Galactic or the Hyperloop. Ask them to work in pairs or small groups to find out what's happening with either project now. Give them time to read about the projects online and get an update. Then have the Virgin Galactic groups give an update to the Hyperloop groups and vice versa. Note that Virgin Galactic CEO Richard Branson is the TED speaker for Unit 11.

D ▶ **8.5** Play the audio twice. Have students do the exercise individually. Then check the answers.

Elicit a summary of the content. Ask students to describe the Hyperloop and its use.

SPEAKING

A Have students read over the language chart for **Making predictions**.

Remind students that they studied *will* and *going to* for making predictions in Unit 2. Go over the meaning and use of *will* versus *might* when making predictions. Direct students to page 157 of the Student's Book for more information.

8C

A skateboard, with a boost

LESSON OVERVIEW

Aims: Watch and understand a talk about the benefits of an electric skateboard; observe signposting

Target Vocabulary: concept, maneuverable, performance, sustainable

TED Talk Summary: Sanjay Dastoor introduces his company's electric skateboard by showing the simple technology that is used to make it. He asks the audience to recognize that we have many more options today than we think we do when it comes to getting around. Technology is advancing in many fields and becoming more affordable, which is creating options for alternative vehicles that are better for the environment. Dastoor believes that efficient and environmental forms of transportation are possible as long as we open our minds and imaginations to both building and using them.

PREVIEWING

Give students enough time to read the introduction on Dastoor as well as the paragraph about the electric car. Note that while the paragraph doesn't reveal the type of vehicle that Dastoor makes, the lesson title does.

Have students work individually to complete the exercise. Check answers as a class, eliciting sample sentences for each vocabulary word.

8C

A skateboard, with a boost

TED TALKS

SANJAY DASTOOR is the co-founder of Boosted Boards, a start-up that builds ultralight electric vehicles. Its aim is to create a highly portable and fun personal transportation device that anyone can use. Sanjay Dastoor's idea worth spreading is that with a bit of creativity, you can turn an everyday object into a quick and eco-friendly way to get around the city.



PREVIEWING

Read the paragraph below. Circle the correct meaning for each **bold** word (1–4). You will hear these words in the TED Talk.

The **concept** behind this lightweight electric car is to create a new form of **sustainable** transportation that is good for the environment. It runs entirely on electricity, and its small size makes it highly **maneuverable**. The car's batteries give great **performance**, taking it up to 160 kilometers on a single charge.

- 1 A concept is (**an idea** / a type of machine).
- 2 Sustainable forms of energy (**use up** / **don't use up**) natural resources.
- 3 Something that is maneuverable is (**easy** / **difficult**) to move or direct.
- 4 The performance of an engine is (**how heavy it is** / **how well it functions**).

The Wheego electric car



Content Note

Students will hear Dastoor share a lot of pros of his electric skateboard. Some possible cons include:

- 1 The board costs over \$1,000, which may not be affordable for some people.
- 2 The battery life isn't very long.
- 3 The board can't also be used as a manual skateboard.
- 4 It can't go over rocky or uneven surfaces well.
- 5 If it malfunctions, it may cause an accident.

VIEWING



A ▶ **8.6** Watch Part 1 of the TED Talk. Complete the information about Dastoor's electric vehicle.

	Electric skateboard
Charge time (minutes)	15
Cost per 1,000 km (\$)	1
Top speed (km/h)	30
Range (km)	10

B ▶ **8.6** Watch Part 1 of the TED Talk again. Circle the correct words.

- Dastoor and his team got some of the components from a **(toy store / car repair workshop)**.
- Parts of the skateboard were built with materials from **(electric bicycles / remote control airplanes)**.
- The skateboard is **(suitable / unsuitable)** for San Francisco's hilly terrain.



C ▶ **8.7** Watch Part 2 of the TED Talk. Check (✓) the benefits of the skateboard Dastoor mentions.

The skateboard _____.

- | | |
|--|--|
| <input checked="" type="checkbox"/> is simple to control | <input checked="" type="checkbox"/> uses much less energy than a car |
| <input checked="" type="checkbox"/> is portable | <input type="checkbox"/> charges quickly |
| <input type="checkbox"/> uses solar-powered batteries | <input type="checkbox"/> is cheap to build |

D CRITICAL THINKING Answers will vary.

Evaluating Work with a partner. What disadvantages might there be in using an electric skateboard? Do you think the skateboard is suitable for your city? Why or why not?

VOCABULARY IN CONTEXT



A ▶ **8.8** Watch the excerpts from the TED Talk. Choose the correct meaning of the words. 1: c, 2: a, 3: a, 4: b

B Complete the sentences with the words from the box.

novel interact leaving them with carbon footprint

- We can reduce our carbon footprint by walking or taking public transportation.
- Every year, we see novel ideas about what transportation in the future may look like.
- Have your audience think about your presentation by leaving them with a quote or question.
- As machines become more intelligent, we will be able to interact with them in different ways.

C Work with a partner. Have you seen any novel ideas of transportation that you would like to use? Where did you see them? **Answers will vary.**

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VIEWING

A Have students preview the task.

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

Note that all the information students need is said in the first sentence. If necessary, play Part 1 again to support comprehension. Then check answers as a class. Ask students some questions that require students to make an inference:

What kind of vehicle is Dastoor NOT making? (car, motorcycle, bicycle)

What city does Dastoor probably live in? (San Francisco)

Why did Dastoor explain that his parts are from a toy store? (to show that the parts are available, accessible, affordable, and use current technology)

Who is the "we" that Dastoor constantly refers to? (his team)

B Have students preview the task.

▶ **8.6** Play Part 1 of the TED Talk again. Have students do the exercise individually. Have students check answers in pairs.

If time permits, have pairs draw a picture of what they think the electric skateboard is going to look like before they watch Part 2. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *outlet*, *novel*, and *component*.

C Have students preview the task. Tell them to listen and watch carefully for details about the electric skateboard.

▶ **8.7** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class. Ask students to raise their hands if they'd like to try the electric skateboard.

Write on the board: *It also reduces the (carbon) footprint of your energy use in terms of your transportation.*

Elicit the meaning of the quote. If necessary, explain *carbon footprint* in regard to the environment.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *hand-held*, *acceleration*, and *compelling*.

D CRITICAL THINKING Ask students to brainstorm a list of pros and cons for the electric skateboard. If time permits, let students go online to learn more about the skateboard.

Have pairs present to the class some positive and negative points about the board. See **Content Note** on page 80 for some possible drawbacks.

VOCABULARY IN CONTEXT

A ▶ **8.8** Play the video. If necessary, play it again.

B Have students work individually. Check answers as a class.

For item 1, elicit ways that people can reduce their carbon footprint.

C Have students work in pairs. Read the questions aloud. After pairs discuss, ask for volunteers to share any stories they have about novel transportation.

PRESENTATION SKILLS

A Read the Presentation Skills paragraph on **Signposting** aloud. Explain that a signpost is a clear statement about the speaker's intention. Note that Dastoor does this throughout his presentation. Go over each of the examples in the box.

▶ 8.9 Play the video. Have students do the exercise individually. Check answers as a class. Elicit other phrases that work in each case. Possibilities include: *I'm going to show you ...; I'm going to introduce ...; I want you to see ...; We're going to show you ...; I'd like to end my talk with ...*

B **▶ 8.10** Play the video. Check answers as a class. Note that Shinozuka (Unit 3) uses signposting to indicate that he is going to give a demonstration, while Marshall (Unit 6) uses it to indicate that she is going to summarize her talk.

Language Note

Part 1

When Dastoor uses the phrase *wall outlet*, he is referring to the socket that appliances are plugged into for an electrical current.

The adjective *novel* describes something that is new and unique. The parts of a mechanical item are called *components*.

Part 2

A *hand-held device* is literally small enough to be held in your hand. *Acceleration* refers to speed, and more specifically to an increase in speed. Something that is described as *compelling* is interesting and often inspiring.

In environmental terms, a person's *footprint* refers to how much environmental damage, or negative impact, is caused due to daily activities, such as, how much garbage we create or how much water we waste. Your *carbon footprint* refers to the amount of greenhouse gases, or carbon emissions, that are released as a result of your activities. Transportation contributes to a large amount of carbon emissions,

PRESENTATION SKILLS Signposting

Signposting means giving your audience directions about what you are going to say. You can do this at different stages of your presentation. Examples of signposting language include:

Starting

Today, I'd like to talk about ...
Today, we're going to look at ...

Moving on

So now I'm going to show you ...
So now let's look at / move on to ...

Concluding

So I'll leave you with / I'd like to finish by ...
So, in summary / to summarize ...
I want to summarize with ...



A **▶ 8.9** Watch part of Sanjay Dastoor's TED Talk. Complete the signposting expressions that he uses. Then match them to their purpose.

- 1 "Today, I'm going to show you an electric vehicle ..."
- 2 " So we built something. I've got some of the pieces ..."
- 3 "So I'll leave you with one of the most compelling facts ..."

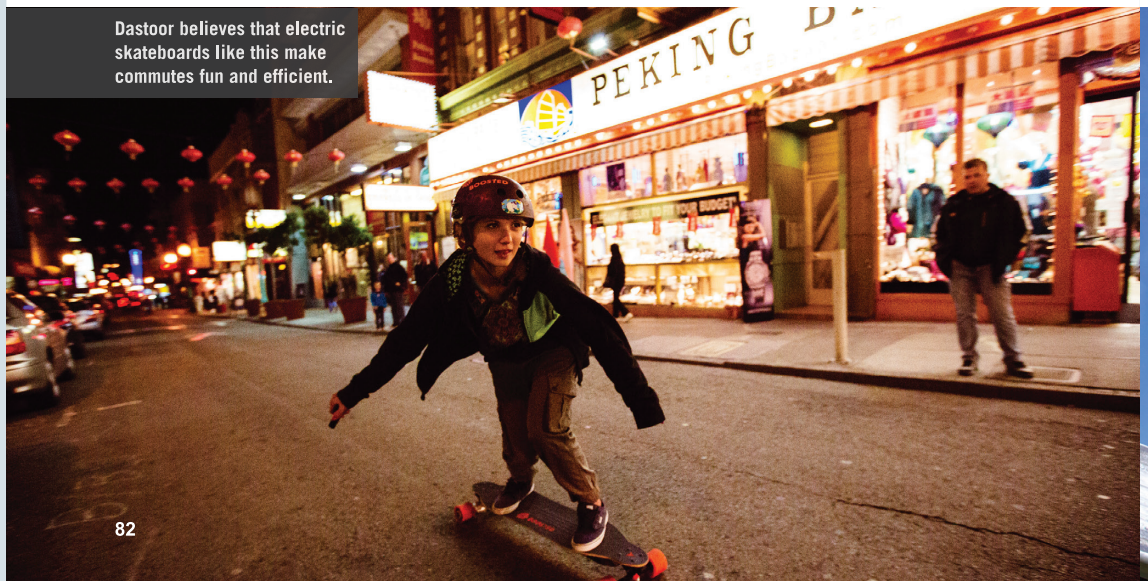
○ moving on
○ concluding
○ starting



B **▶ 8.10** Watch the excerpts from two other TED Talks. Complete the signposting expressions that the speakers use. What do the speakers use them for?

- 1 "So now I'd like to perform a demonstration of this sock."
- 2 "And because the engineers I've worked with have taught me to become really in touch with my inner nerd, I want to summarize with an equation."

Dastoor believes that electric skateboards like this make commutes fun and efficient.



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which is why changing how we commute can have such a positive impact on our carbon footprints and greatly benefit the environment.

8D A new way to travel

COMMUNICATING Inventing a transportation device Answers will vary.

- A** Work in groups. Brainstorm ideas for a new type of personal transportation. Think about who your invention will help the most, what people will be able to do with it, and how they will benefit.
- B** In your group, prepare a short description of your invention. Below are some words/phrases to help you.

easy to use	eco-friendly	comfortable
lightweight	remote-controlled	cheap to use
recharges quickly	solar-powered	uses smart technology

- C** Present your group's invention to the class and persuade them to invest in your idea. Use signposting phrases to organize your presentation.

Persuasive language

With our creation, people no longer have to ... *We strongly believe that this can help ...*
... makes it much simpler for you to ... *Our invention is better than ... because ...*

Our device is a type of bicycle that's designed for people who ...

The main advantage of our vehicle is ...



A rider pedaling the Shweeb, a human-powered monorail, in New Zealand

- ★ **CHALLENGE** Turn the “meeting” into a debate among investors. Have students challenge one another's votes and support their arguments with pros and cons about the products.

8D

A new way to travel

LESSON OVERVIEW

Aims: Present an idea for an invention to the class; use persuasive language; decide on an investment

COMMUNICATING

- A** Suggest that groups make a list of the ways they commute. Then ask them to think about how to make their commutes better considering the ideas listed in the box.

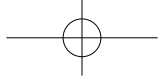
Note that there will be different markets for different types of transportation. Tell students to identify which group their invention will help the most.

- B** Explain that students should propose something that others will want to invest in the development of, so they have to make their idea sound like a useful and marketable product. Draw students' attention to the three points that they should outline clearly in their proposal: who it is for, how it is used, and how the user will benefit.

- C** Give groups time to practice their presentations. Go over the expressions in the **Persuasive language** box. If necessary, write on the board some examples of persuasive language and language for explaining: *Our invention is ...; You just ...; It tells you ...; It can help you ...*

Remind students that while listening, they have to think about whether they would want to give money to support each idea or not. Encourage the “investors” to respond with questions and/or feedback about the idea afterwards. If necessary, review language that they've learned so far to offer opinions: *I would say that ...; In my view, ...; I think the best part is ...*

If time permits, have the class hold a “meeting of investors.” Ask students to discuss their favorite inventions. Take a class vote and announce the winner.



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GROUP WORK

Ask students to think about the advantages and disadvantages of the transportation devices discussed above. Compare the results and decide on one investment.

GROUP WORK Deciding on an investment Answers will vary.

- A** Work in groups. Discuss the advantages and disadvantages of each product invented by the other groups. Use the words and phrases in Communicating B along with the sentences below.

*It is highly maneuverable.
It is quite compact.
It can help the disabled.*

*It may not be affordable for some people.
Its battery quickly runs out.
It can't go over rocky or uneven surfaces well.
If it malfunctions, it may cause an accident.*

- B** Decide on one product that you will invest in. Below are some phrases that can help you.

Making decisions:

We've decided to ...

We've decided against ...

We finally decided on ...

That's why we decided on ...

- C** Explain your decision to the class.

9 New Words

“... so when does a word like *defriend* become real?”



Anne Curzan
Language historian, TED speaker

9

New Words

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Write the word *defriend* on the board.

9.1 Play the preview clip of the TED Talk. Point out that Curzan is using a story to open her talk and communicate her first point.

For question 1, ask students to jot down their ideas about the meaning of *defriend* before sharing their thoughts with a partner. Elicit ideas. The verb *defriend* describes the act of removing someone from your friend list on a social media site like Facebook. The word *unfriend* is also sometimes used.

For question 2, have students discuss in pairs. Encourage them to offer opinions about how a word becomes popular. Note that some words have also gained a new meaning because of social media, such as *post*.

EXTENSION ACTIVITY Have students work in pairs. Explain that many new words, and new meanings for words, have come about recently because of the Internet in general, in addition to social media sites. Have the class brainstorm a list of new language connected to the Internet. Write the words and phrases on the board in a concept map. Make sure to elicit the meaning and an example sentence with each word or phrase. Have students copy the concept map into their notebooks. Some common terms with new meanings in an online context include: *post, publish, click, link, chat, message, comment, tweet, rate, like, browser, page, tabs, inbox, homepage, profile page, feed, friend, button streaming, trending, social media, and news feed*.

UNIT GOALS

In this unit, you will ...

- talk about language change and attitudes toward it.
- watch a TED Talk about what makes a word real.
- describe and give your opinion on new slang words or phrases.

WARM UP



9.1 Watch part of Anne Curzan's TED Talk. Answer the questions with a partner.

- 1 Do you know what *defriend* means? **Answers will vary.**
- 2 Do you know any words that have become popular through social media? How did they become popular? **Answers will vary.**

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UNIT GOALS

In this unit, students will watch and discuss about how language evolves, and explore different attitudes about word use. Students are asked to think about and discuss new words, changing meanings, and language choice. They will use *used to* to talk about past happenings and changes. By the end of the unit, students will be able to talk about slang, new words, and how both involve a sense of community and identity. Note that topics discussed and language taught in Unit 7 can be easily linked to some of the discussions.

TED Speaker

Anne Curzan is an English professor with a specialized area of interest in new words.

TED Talk Summary

Curzan talks about misconceptions in regard to language and new words in particular. She reminds the audience that a word is added to our lexicon when we start using it, not when dictionary editors decide to include it in their reference books.

Idea Worth Spreading

A word becomes part of language when a community understands and uses it.

9A


Renewing language

LESSON OVERVIEW

Aims: Learn words for talking about language; listen to an English professor talk about language learning and slang; practice talking about new words

Target Vocabulary: accepted, degrade, slang, standard, usage

VOCABULARY


A  **9.2** Play the audio. Have students work individually to choose the definitions. Elicit any English slang words that students know. Point out that slang is more commonly used in speech as opposed to writing; however, there are many new written slang words used for texting on cell phones and messaging online.

B Have students work in pairs. Read the questions aloud. For question 1, ask students to give examples of slang or colloquial words they use with certain groups versus others. For examples, elicit some words that students cannot use with an older relative because it wouldn't be understood. Point out that for question 2, students' answers will be personal. If necessary, give students time to think about their answers before pairs start discussing.



VOCABULARY Describing language



A  **9.2** Listen to the paragraph below and fill in the blanks. Then match the words to their definitions. Language is constantly changing. The meaning and the usage can change. When more and more people use a word in a certain way, it may become accepted as standard language. One way we can observe language change is to look at how slang words become popular. Some people worry that these changes may degrade the language, but other people argue that language change is a natural process.

- | | | |
|------------|-----------------------|--|
| 1 usage | <input type="radio"/> | make worse |
| 2 accepted | <input type="radio"/> | informal language |
| 3 standard | <input type="radio"/> | allowed or approved |
| 4 slang | <input type="radio"/> | something that is widely regarded as a model |
| 5 degrade | <input type="radio"/> | the way something is done or treated |

B Work with a partner. Discuss these questions. *Answers will vary.*

- 1 What groups of people do you use slang with? Do you use different kinds of slang when speaking with different groups of people?
- 2 Why do you think the usage of some words can change over time?

I often use slang when talking to my friends and family.

There are some slang expressions that I only use with my closest friends.

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Content Note

The New General Service List (NGSL) is a list of 2,800 words. The term “general service” refers to the aim of the list to be of general service to English-language learners. It lists the most frequently used words, claiming to cover 92.7% of the most frequently used words overall. The NGSL is a sort of follow-up to the

General Service List, which was published by Michael West in 1953. The NGSL team led by Charles Browne made use of current technology to update the list. The same team also made the new Academic Word List, TOEIC Service list, and the Business Service List to support students with a range of purposes for learning English. All the lists can be found on Browne’s website.

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LISTENING Collecting words

Identifying the speaker's attitude

Adverbs at the beginning of sentences, such as *fortunately*, *honestly*, or *clearly*, show the speaker's attitude toward the idea that is being expressed.



- A** ▶ **9.3** Watch English professor Charles Browne talk about his work. Complete the information.

Professor Charles Browne feels that many English learners often don't know enough words to express themselves. A college-educated native speaker usually knows about ¹ 30,000 words, but an average non-native learner in Japan, for example, only knows about ² 2,300 words. To help students overcome this problem, he has created the New General Service List (NGSL). By learning this list that includes ³ 2,800 words, English learners will be able to understand ⁴ 92 percent of everyday English.



- B** ▶ **9.4** Watch the rest of the interview. How might learning slang help English learners? Check (✓) the things Browne mentions.

- It gives students more opportunities to learn the language.
 It helps students keep up to date with the language.
 Students learn how to interact with people in informal situations.

- C CRITICAL THINKING** Answers will vary.

Evaluating Work with a partner. How do you learn new words in English?



Professor Browne's NGSL has been translated into more than ten languages.

SPEAKING Talking about new words



- A** ▶ **9.5** Listen to the conversation and fill in the blanks with what you've heard.

A: When's our food coming? ¹ It's been almost half an hour!

B: I'm sure it will be here soon.

A: ² I hope so. I'm getting hangry!

B: Huh? Hangry? What does that mean?

A: It means I'm hungry and angry.

B: Then ³ why don't you just say that? That would have been clear enough.

A: Well, it's quick and it ⁴ gets to the point. New words like *hangry* can be ⁵ really useful sometimes.

B: But what's the point of using a word most people don't understand?

A: Actually, I think more and more people are ⁶ starting to use it. Maybe it'll be common one day!

- B** ▶ **9.5** Listen to the conversation again and mark the words or phrases with / for a rising tone (升调), \ for a falling tone (降调), and - for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

- C** Work with a partner. Create a new word and tell your partner about it.

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LISTENING

- A** Read the information in the **Identifying the speaker's attitude** box aloud as students read along. Tell students to listen for adverbs in the video.

Have students preview the task. Tell them to read the paragraph before playing the video. Note that the paragraph is a summary and not verbatim from the video.

- ▶ **9.3** Play the video. Check answers as a class. Elicit any adverbs students heard at the beginning of

sentences (*unfortunately*).

- B** ▶ **9.4** Play the video. Have students do the exercise individually. Have students check answers in pairs, and then have them remain in the same pairs for the discussion for **C**.

- C CRITICAL THINKING** Read the questions aloud. Tell students to share personal stories about their learning habits. What's their favorite way to pick up new language? Ask partners to share their opinions as well. If time permits, have students go online to Browne's website and look over the

NGSL to decide if it would be useful for them. Ask students to share some points that they discussed.

SPEAKING

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

- ▶ **9.5** Play the audio.

Elicit the slang word that the speaker uses and its meaning.
(*angry* + *hungry* = *hangry*)

Check answers as a class. Note that one speaker likes the idea of using new slang while the other does not. Ask students which speaker they agree with about the word *hangry*.

- B** Play the audio again. Ask students to practice the conversation, paying attention to the pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check the answers as a class.

- C** Give students time to come up with their own new word. Point out that in the conversation the speaker used a word that is a combination of "hungry" and "angry," and that they can create a word in the same way. Model the example with a volunteer. Ask volunteers to share their new word and its meaning.

- ★ **CHALLENGE** Encourage partners to ask more in-depth follow-up questions. For example, *How would you use that word?*

- ➡ **EXTENSION ACTIVITY** Have students work in pairs. Ask them to go online and find the New General Service List or one of the other lists that Browne's team has published. Tell them to scan the list to find five new words for each of them. Have them check the meaning of the words in an online dictionary. Then ask them to use the words as search terms to find examples of how they are used in common texts online.

9B

Word evolution

LESSON OVERVIEW

Aims: Read an infographic about language evolution; talk about language that has gone out of style

Infographic Summary: Language is constantly changing, and the infographic offers five common English words that have changed in meaning quite drastically over the years. Language evolution is not just about new slang emerging, but about words we already use being used in new ways. However, new words are also an important sign of the times, and three from recent years that have become more prominent are also introduced.

LANGUAGE FOCUS

A Have students look over the infographic.

Have students share what surprised them and why.

B Read the question aloud that students should listen for. Before students listen, ask them to explain what an *emoji* is and how it is used.

▶ 9.6 Play the audio. Have students do the exercise individually, and then check answers in pairs. Write the last line of the conversation on the board: *They say this allows people to better express themselves!*

Ask students to share stories about using emojis in their own communication and how it's helped them. Tell them to give examples of their favorite emojis and how they use them to communicate.

9B Word evolution

LANGUAGE FOCUS Describing word trends

A Read the information. Is there anything that surprised you? Why?

CHANGING WORDS

English, like all languages, is always changing. New words are being created, and meanings of existing words can change.

5 words whose meanings have changed

Word	Current meaning	Old meaning(s)
Cute	<i>Pretty or charming</i>	<i>Intelligent or sharp</i>
Fantastic	<i>Wonderful</i>	<i>Unreal</i>
Nice	<i>Pleasant</i>	<i>Silly or simple. Then it came to mean lazy and after that, shy.</i>
Pretty	<i>Good-looking</i>	<i>Cunning. Later, it used to mean clever or skillful.</i>
Naughty	<i>Behaving badly, often used for children</i>	<i>To have nothing. Naughty people were people who were very poor.</i>

Word of the year



2015



2014



2013

(Source: Oxford Dictionaries)



B ▶ 9.6 Listen to the conversation. How does the use of emojis help the speakers communicate better? Discuss with a partner. **Emojis help the speakers to express their feelings and to clarify the tone of their messages.**

C ▶ 9.6 Listen to the conversation in **B** again. Complete the sentences with *used to* or *didn't use to* and other information you heard.

- The woman include emojis in her texts, but she has realized how creative she could be with them! It's much simpler to use an emoji than to describe how she feels.
- The man use to send serious replies to his friend without realizing that his friend was joking.
- The woman says that emojis didn't use to be common. But now they're definitely an important feature of mobile and online communication.

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C Have students preview the task.

▶ 9.6 Play the audio again, pausing after each sentence so that students can fill in the blanks. Check answers as a class.

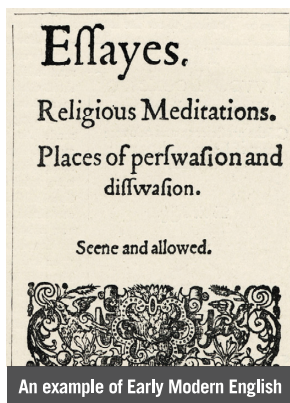
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- 4 Facebook's "Like" button didn't use to include emojis, but now they are included because this helps people to better express themselves.



- D** **9.7** Listen to the following statements. Circle T for true or F for false.

- Before the fifth century, people living in Britain were speaking a Romance language. **T** **F**
- Old English was developed from the language spoken by those people from what is now modern Germany and Denmark. **T** **F**
- Old English was spoken by the poor, while French was spoken by the rich. **T** **F**
- About 400 years ago, Old English developed into modern English due to the absorption of thousands of French words. **T** **F**



SPEAKING Talking about changes in meaning. Answers will vary.

- A** Read and study the language in the chart. Pay attention to the use of **used to**.

Talking about changes

The word awful **used to** mean "full of fear or wonder," but now it means "very bad."

The word silly **didn't use to** have a negative meaning.

Did you **use to** look word up in a printed dictionary?

For more information on **used to**, see Grammar Summary 9 on page 157.

- B** Work with a partner. You are going to read and talk about words that had a different meaning in the past. **Student A:** Turn to page 131. **Student B:** Turn to page 133.

What did *bully* use to mean?

Well, in the 16th century, the word meant ...

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- D** **9.7** Play the audio twice. Have students do the exercise individually, and then to check the answers.

SPEAKING

- A** Have students read over the language chart for **Talking about changes**.

Go over the meaning and use of *used to*. Direct students to page 157 of the Student's Book for more information.

Grammar Note

The language in the chart introduces ways to talk about something that regularly happened in the past. The phrase *used to* + bare infinitive describes something that was common in the past, but no longer happens.

For negative statements, *used to not* + verb is also possible: *Cell phones used to not have big screens*.

Because *used to* + verb is mostly used to talk about past habits, adverbs of frequency are also sometimes used. The adverb can come after the subject or between *used to* and the verb:

We always used to go to the movies, but now we just watch movies online.

We used to always go to the movies, but now we just watch movies online.

- B** Have students work with new partners. Assign each as A or B. Tell students not to show their information to their partners. Give partners time to read the information on their pages before they start their discussions.

Model the example conversation with a volunteer. Explain that each partner's role is to tell the other about the historical changes in the meaning for each word on their list.

- EXTENSION ACTIVITY** Have students work in pairs to make a plan for two new emojis. Explain that they should draw the new emoji and take notes on its meaning and use. Have pairs get together with two other pairs and introduce their emoji choices. Explain that groups will then vote on which new emoji idea is the best for each pair. Tell groups to then choose one new emoji to introduce to the class.

Content Note

National Geographic produced a short documentary called *Slang Hunters* in which Anne Curzan, the TED Talk speaker for this unit, appears.

Episodes and video clips from the show can be found online by doing a video search for "slang hunter" on National Geographic's YouTube channel.

9C

What makes a word “real”?

LESSON OVERVIEW

Aims: Watch and understand a talk about new words; practice closing the loop in a speech by addressing questions that are asked at the beginning

Target Vocabulary: authority, bothered, fascinated, robust

TED Talk Summary: How does a word become a word? Professor Anne Curzan answers this question by first exposing our tendency to resist changes in language, even though language is always undergoing change. She suggests that we all be more open to accepting the fact that language evolves and that this actually makes communication more exciting, interesting, and alive.

PREVIEWING

Have students read the paragraphs. Tell them to pay attention to how each word is used in context in order to guess its meaning. Have students work individually before checking answers in pairs.

If necessary, elicit additional example sentences with each vocabulary word.

VIEWING

A Have students preview the task. For question 1, point out that students will have to make an inference.

▶ 9.8 Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class or play the check-your-answers part of the video.

Write on the board: *the man to my right*.

To explain the language, ask students to identify where the person to their right is.

Write on the board: *That raises a host of other questions*.

9C

What makes a word “real”?

TED TALKS

ANNE CURZAN is an English professor at the University of Michigan. She is **fascinated** by how people use words. Although people are sometimes **bothered** by changes in language, she points out that everyone has the **authority** to decide how it changes. And these changes, she believes, help to keep a language **robust**.

Anne Curzan's idea worth spreading is that a word is real when it's understood by a community of people, and that dictionary editors must pay close attention to trends in language over time.



PREVIEWING

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

- | | | |
|----------------------------------|-------|------------|
| 1 strong | _____ | robust |
| 2 the power to decide or control | _____ | authority |
| 3 concerned or annoyed | _____ | bothered |
| 4 very interested in something | _____ | fascinated |

VIEWING



A **▶ 9.8** Watch Part 1 of the TED Talk. Answer questions 1 to 3.

- Why do you think Anne Curzan's dinner companion questioned whether *defriend* is a real word?
 - He had never heard the word before.
 - He didn't know the meaning of the word.
 - It's a new word that he doesn't like.
- According to Anne Curzan, what do most people mean when they say a word isn't real?
 - It isn't in a standard dictionary.
 - It's only used in certain places.
 - Only a few people use it.

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Note that this expression is commonly used to explain that a query about one thing leads us to more in-depth questions about related topics. In Curzan's talk, she says that most of us consider the dictionary to be the authority on words, yet not many of us really know who writes dictionaries and how words are added.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *critical* and *edit*.

- 3 What does Anne Curzan suggest when she says that even the most critical people don't usually question dictionaries?
- People have become less interested in using dictionaries.
 - People tend to think that dictionaries are always accurate or all the same.
 - People need to learn how to use dictionaries in the correct way.



B ▶ **9.9** Watch Part 2 of the TED Talk. Circle the correct words.

- Dictionary editors (**study historical language records** / **watch how we use language**) in order to identify trends.
- Curzan gives *LOL* as an example of a phrase that will probably (**remain popular**) **be used less frequently in the future**.
- Dictionary editors are (**sure that** / **unsure if**) the phrase *YOLO* is a fad.
- People who observe language usually (**predict** / **notice**) the same things, but have different attitudes toward them.



C ▶ **9.10** Watch Part 3 of the TED Talk. Check (✓) the sentences that Anne Curzan would probably agree with.

- There's no problem with using *impact* as a verb and *invite* as a noun.
- Language change helps to keep a language alive and strong.
- Dictionary editors need greater authority in order to create accurate language guides for people.
- If a slang word is used and understood by a group of people, it's a real word.

D CRITICAL THINKING Answers will vary.

Evaluating Work with a partner. Can you think of any ways people could challenge Anne Curzan's view on language change?

Slang can be harmful because only a select group of people understand it, so it leaves people out.

VOCABULARY IN CONTEXT



A ▶ **9.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

1: a, 2: a, 3: b, 4: c, 5: c

B Work with a partner. Discuss these questions. Answers will vary.

- How do you keep up your English language skills?
- What expressions have you noticed coming into prominence in your language?
- Are there any slang words that you think will make it into a standard dictionary in the future?

I keep up my English language skills by watching movies in English.

Language Note

Part 1

A *critical* person is someone who makes judgments about things after careful consideration.

Someone who *edits* for their job makes changes to a text for publication. Those who contribute to content are called *editors*.

Part 2

To *gamble* refers to taking a risk in hopes of success.

Something that is *cutting edge* is part of the latest trend.

LOL means *laugh out loud* and is used in online messaging and in texting to show that something is funny.

Something that is *faddish* is a momentary trend. Remind students they talked about fads in Unit 2.

Something that is *prominent* is important. When something *comes into prominence*, it reaches a certain degree of significance.

Part 3

To *keep up with* something means to stay informed about it.

An *arbiter* is an authority figure who makes a decision about something. The term can also be used for someone who influences what others think or do.

D CRITICAL THINKING Tell students to brainstorm some ideas.

Encourage them to share their own viewpoints.

VOCABULARY IN CONTEXT

A ▶ **9.11** Play the video. Then play the check-your-answers portion.

B Read the questions aloud. Have students work in pairs to share answers. Check answers as a class.

B Have students preview the task.

▶ **9.9** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class or play the check-your-answers part of the video. Elicit an explanation of the job of a *dictionary editor*.

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 2 include *gamble*, *cutting edge*, *LOL*, *faddish*, and *prominence*.

C Have students preview the task.

▶ **9.10** Play Part 3 of the TED Talk. Check answers as a class.

Note that there is only one sentence that Curzan would likely not agree with. Overall, her attitude is open toward new language and changes in the meaning and use of words.

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 3 include *keep up with* and *arbiter*.

PRESENTATION SKILLS

A Read the Presentation Skills paragraph **Closing the loop** aloud. If necessary, draw a circle on the board to explain the term *closing the loop*.

Explain that Anne Curzan uses questions to involve the audience and get their attention throughout her talk, and she closes the loop by going back to the same questions at the end. This helps to round out the discussion and repeat its main point.

▶ 9.12 Play the video. Check answers as a class.

B Have students preview the task.

▶ 9.13 Play the video. Have students do the exercise individually. Check answers as a class. Note that Curzan asks the question: So how does a word get into a dictionary?, which is another way to say the same question that she started her talk with. She repeats this similar question in order to summarize her key points.

C Give students some time to choose a topic.

Tell them to think of a few main points they want to communicate in their presentations. Then ask them to think of a question to introduce the main points. Explain that students should not use the questions in the textbook, but formulate questions based on the main points they plan to talk about. Then tell students to reword that question to ask it again and then answer by reviewing the main points to close the loop.

D Tell students they have one minute to give their presentations. Explain that they can refer to notes if necessary during the talk.

Skill Note

When a speaker uses questions as a technique to engage the audience, going back to those questions at the end of a presentation is one way to *close the loop*. This process of closing the loop helps reinforce an audience's understanding of the content of a speech. Using questions is one way to do this. Closing the loop offers a chance to summarize what was said in the

PRESENTATION SKILLS Closing the loop

One good way of organizing your presentation is to end by going back to the question(s) that you asked at the beginning. This is called closing the loop.



A ▶ 9.12 Watch the beginning of Anne Curzan's TED Talk. Check (✓) the questions that she asks.

- What makes a word real? (A word gets into a dictionary because we use it and we keep using it.)
- How accurate are dictionaries?
- When do new words become real? (If a community of speakers is using a word and knows what it means, it's real.)
- Who makes decisions about words? (Everyone has the power to make decisions about the words that go into the dictionary because dictionary editors are observing how we speak.)

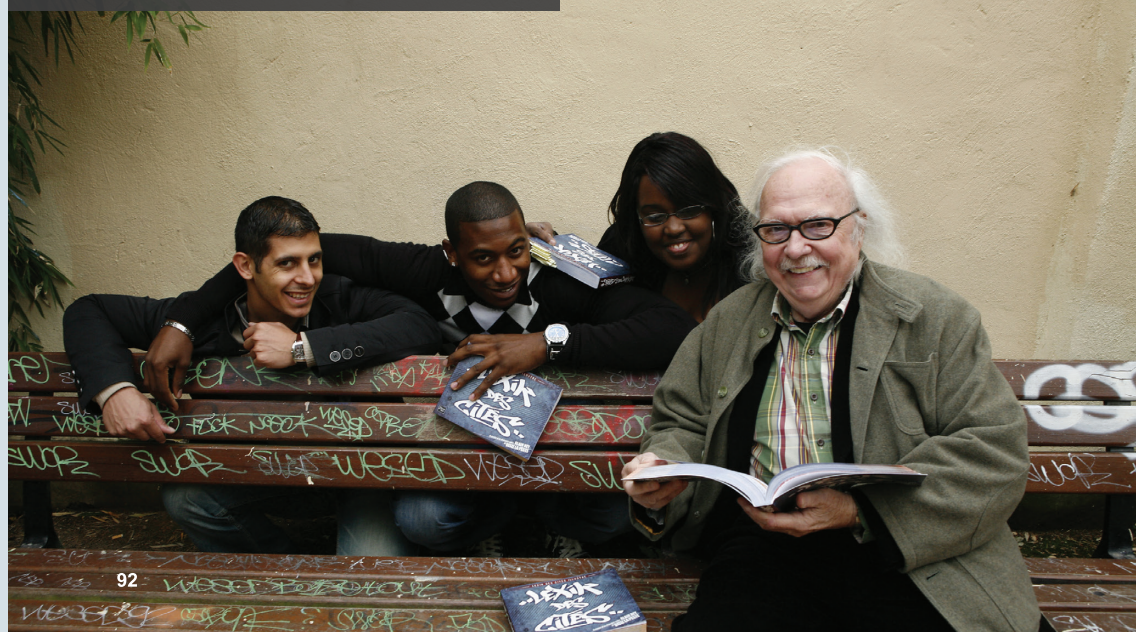


B ▶ 9.13 Watch the end of Curzan's TED Talk. How does she close the loop and answer the questions in A? Discuss with a partner. Answers in parentheses above.

C Choose one of these topics: expressions that used to be popular in your language, or expressions that you didn't use to say. What question could you ask your audience at the beginning? How would you answer your question and close the loop? Answers will vary.

D Work with a partner. Practice closing the loop by giving a one-minute presentation on the topic you chose in C. Answers will vary.

French linguist Alain Rey (far right) with the authors of *Lexik des Cités*, a dictionary of French suburban slang



speech. Another way to close the loop includes coming back to a story, quote, or statistic told earlier in the speech in order to elaborate on or clarify how it represents the speaker's main point.

➔ EXTENSION ACTIVITY Have students practice closing the loop again by sharing their opinions about slang. Tell them to go back to the points they made in **Critical Thinking** and rephrase them by using questions to introduce and close the presentation.

9D What does it mean?

COMMUNICATING Guessing meanings Answers will vary.

- A** You are going to play a guessing game about the meaning of some new English words. Look at the example below.

Example: binge watch

- a to eat as you watch a TV program
- b to look at someone's food and feel jealous
- c to watch multiple episodes of a TV program continuously

The phrase *binge watch* refers to watching multiple episodes of a TV program continuously. Here's how it can be used in a sentence: *This TV show is so exciting! I think I'm going to binge watch the entire season.*

- B** Work in groups. **Group A:** Turn to page 131. **Group B:** Turn to page 133. Read about three words/phrases and create two incorrect meanings for each one.
- C** Present your definitions for each word/phrase to the other group. Describe each definition by giving an example of how the word/phrase can be used, where it came from, who created it, and so on. The other group has to guess the correct meaning.

Describing word meanings

This word/phrase comes from ...
People use this word/phrase to ...

This word/phrase refers to ...
Here's an example sentence: ...



9D

What does it mean?

LESSON OVERVIEW

Aims: Play a guessing game; do a survey on finding the most popular words phrases

COMMUNICATING

- A** Explain that students are going to play a guessing game with another group. Go through the example of *binge watch* on the page. Explain that one definition is correct while the other two are incorrect. The aim of the activity is to try and identify the correct definition. Note that the correct definition for *binge watch* is **c**.
- B** Divide the class into even-numbered groups. Pair up the groups and assign A or B to each. Give students enough time to read over the information about the words they'll use in the game. Tell groups that they have to give three possible definitions for each word. Explain that they should brainstorm two incorrect meanings together.
- C** Tell groups to present their words in "quiz show format." Explain that they should provide example sentences for each definition, even the fake ones, and any other relevant information to make it look as convincing as possible. Read aloud the phrases in the **Describing word meanings** box. Encourage students to use the language in their presentations. Model the example aloud. After groups present, let the other groups have time to discuss their answers. Have groups take turns to ask and answer until the definitions of all six words have been guessed.

SURVEY

Work in groups to find the most popular words or phrases used in China. Ask students to translate them into English and share their opinion of using these words or phrases.

SURVEY *Most popular words* *Answers will vary.*

- A** Work with a partner. Go online to find the five most popular slang words or phrases used in China recently. Try to translate them into English.
- B** Share your translations with others. Ask them the following questions and note of their responses.
What do you think about these slang words or phrases?
Would you encourage people to use them? Why or why not?

	Slang word or phrase	Reasons
Student 1		
Student 2		
Student 3		
Student 4		
Student 5		
Student 6		

- C** Report the results of your survey to the class.

Presentation 3 Describing someone you know

MODEL PRESENTATION

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

used to	cultures	has been living	background
a lot in common	might not	didn't use to	definitely

Hello, everybody. I'm Olivia. I'm glad to be here this afternoon. Do you have a friend with an interesting ¹ background? Today, I'd like to tell you about a friend of mine. I'll tell you a bit about her, where she's from, and why we're good friends.

You know, I ² didn't use to do much exercise. Then, a couple of years ago, I joined a fitness club. On my first day there, I met Raquel. After the gym, we had coffee together and quickly became good friends. I think that's because we have ³ a lot in common—we both like to keep fit and love trying different food—especially spicy food. And we love the ocean; in the summer, we like to hang out at the beach and go surfing at least once a month. Raquel was born in Mexico, but ⁴ has been living here since she was ten. Her mother is Mexican and her dad is American, so she speaks both Spanish and English. That's something different about us: Even though I ⁵ used to study it, my Spanish is terrible! Another thing that's different is her background—Raquel's from two countries and has experience and knowledge of two ⁶ cultures. I think that's really cool.



So, now you know a bit about my friend Raquel. Although we ⁷ might not always live in the same city in the future, I think we'll ⁸ definitely stay friends. Thanks for listening to me.



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 (✓) them as you watch again. Then compare with a partner.

The speaker ...

- | | | | |
|-----------------------------------|--------------------------|---|-------------------------------------|
| • helps the audience visualize by | | • asks the audience questions | <input checked="" type="checkbox"/> |
| ◦ doing a demonstration | <input type="checkbox"/> | • ends with a hope for the future | <input type="checkbox"/> |
| ◦ giving interesting facts | <input type="checkbox"/> | • engages with the audience | <input checked="" type="checkbox"/> |
| ◦ using visuals | <input type="checkbox"/> | • uses a story to personalize the message | <input checked="" type="checkbox"/> |
| • comments on visuals | <input type="checkbox"/> | • uses signposting language | <input checked="" type="checkbox"/> |
| • opens with an interesting fact | <input type="checkbox"/> | • closes the loop | <input checked="" type="checkbox"/> |

D Do you remember the question Olivia asks at the beginning? What phrase does she use at the end to close the loop? Underline them in the script.

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- What two countries is her friend from? (*Mexico and the United States*)
- What can Raquel do better than the speaker? (*speak Spanish*)

B **P.3** Play the video to check answers.

C Have students preview the task.

P.3 Play the video again. Have students do the exercise individually. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–6:

- Helping the audience visualize
- Commenting on visuals
- Opening with interesting facts
- Asking the audience questions
- Ending with a hope for the future
- Engaging with your audience

Then elicit and review the presentation skills for Units 7–9:

- Using stories to personalize your message
- Signposting
- Closing the loop

Elicit the language that the speaker uses for signposting (*I'd like to tell you about ...; I'll tell you a bit about ...*).

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**.

Using stories to personalize your message: You can use real or fictional stories.

Signposting: Give your audience directions about what you are going to say. For example, *Today, I'd like to talk about ...; Today, we're going to look at ...; So, now I'm going to show you ...; So, now let's move on to ...; So, I'd like to finish by ...; So, to summarize ...*

Closing the loop: Go back to the question that you asked at the beginning and answer it.

D Have students work individually to complete the activity. Check answers as a class, reviewing the technique of closing the loop.

Presentation 3

LESSON OVERVIEW

Aim: Students give a short presentation about someone they know who has an interesting background. The presentation skills they learned in Units 7–9, as well as relevant ones from previous units, will be helpful.

MODEL PRESENTATION

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

- Who is being introduced? (*Raquel*)
- What three things does the speaker say she is going to talk about? (*about her, where she's from, why they're friends*)
- What two interests does the speaker share with her friend? (*exercise and food*)

D Have students work individually to complete the activity. Check answers as a class, reviewing the technique of closing the loop.

YOUR TURN

A Have students preview the task. Encourage them to choose someone they know well or someone they have heard of.

Give students between five and ten minutes to brainstorm topics and write down notes about the person. Note that students will mostly be focusing on language and expressions learned in Unit 7 for this presentation. If time permits, have students do a quick page-by-page look at the unit to review the content. Point out that the speaker Olivia in the example used a personal story about the first day she met Raquel. Encourage students to include a story to personalize their presentation as well. Note that the speaker also uses signposting and closes the loop. Encourage students to try these techniques, too.

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. If time permits, review the language for signposting as well.

Signposting: *Today, I'd like to talk about ...; Today, we're going to look at ...; So, now I'm going to show you ...; So, now let's move on to ...; So, I'd like to finish by ...; So, to summarize, ...*

C Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give partners 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.*

YOUR TURN *Answers will vary.*

A You are going to plan and give a short presentation about someone you know a lot about or are close to. It could be a member of your family, a close friend, or someone famous. Make notes in the chart below.

Who is it?
Details (how you know the person, where they are from, languages they speak, etc.)

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

Useful phrases

Describing someone's background:	<i>He's/She's from ...</i>
	<i>He/She was born in ...</i>
	<i>He/She has lived in ...</i>
Describing similarities and differences:	<i>We both like / love to ...</i>
	<i>We are different in the way we ...</i>
Describing relationships:	<i>We have been friends since/for ...</i>
	<i>I got to know him/her when ...</i>

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 ...	
• helps the audience visualize by	<input type="checkbox"/>
◦ doing a demonstration	<input type="checkbox"/>
◦ giving interesting facts	<input type="checkbox"/>
◦ using visuals	<input type="checkbox"/>
• comments on visuals	<input type="checkbox"/>
• opens with an interesting fact	<input type="checkbox"/>
• asks the audience questions	<input type="checkbox"/>
• ends with a hope for the future	<input type="checkbox"/>
• engages with the audience	<input type="checkbox"/>
• uses a story to personalize the message	<input type="checkbox"/>
• uses signposting language	<input type="checkbox"/>
• closes the loop	<input type="checkbox"/>

D Give your partner some feedback on their talk. Include at least two things you liked and one thing that could be improved.

That was great. You used signposting language and showed lots of visuals. But I think you need to engage the audience more.

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Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example: *You used clear signposting phrases throughout. I could really follow your presentation easily.* Next, students can offer any points that need to be improved: *But you forgot to close the loop and answer the question you asked at the beginning.*

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

10

Understanding Emotions

“I want to bring emotions back into our digital experiences.”

Rana el Kaliouby
Computer scientist, TED speaker



UNIT GOALS

In this unit, you will ...

- talk about emotions and how they influence us.
- watch a TED Talk about how emotion-sensing technology can help us.
- debate the need for emotion-sensing technology.

WARM UP



▶ **10.1** Watch part of Rana el Kaliouby's TED Talk. Answer the questions with a partner.

- 1 What do you think is happening? What is the machine able to do? *The machine is able to sense a person's emotions.*
- 2 In what ways might this technology be useful? *Answers will vary.*

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UNIT GOALS

In this unit, students will watch and discuss about emotions and technology. Students are asked to think about how the two can intersect, and the benefits as well as the pitfalls of emotions in technology. Students will use reporting verbs to talk about the opinions they have heard, and also work on forming and expressing their own opinions. Note that some language taught in Unit 9 for talking about change can be easily linked to some of the topics in this unit.

TED Speaker

Rana el Kaliouby specializes in making technology that can read emotions.

TED Talk Summary

With a demonstration of software she's created that reads facial expressions and interprets emotions, the speaker shares her belief that bringing our emotional intelligence into our online worlds can help keep us authentically connected and make our online interactions more meaningful.

Idea Worth Spreading

Teaching devices to read emotions will change how we interact with our machines and make digital experiences more fulfilling.

10

Understanding Emotions

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Write the words *poker face* on the board.

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

For question 1, ask students to share their thoughts about what they think is happening in the video clip. Ask for volunteers to describe the scene in their own words. Elicit the meaning of *poker face* based on what students saw. It describes a face that is expressionless, or hiding the person's true feelings.

For question 2, draw students' attention to the quote in the middle of the picture. Tell them to think about how the technology they saw in the video clip can help bring emotions into our digital experiences. Have students brainstorm some ideas in pairs before sharing with the class.

➡ **EXTENSION ACTIVITY** Have students work in pairs. Tell them to imagine that their phones can now know their emotions. Ask them to think of ways that their phones can help them when they are in the following moods: sad, angry, nervous, scared, and stressed. For example, your phone could start to play relaxing music when you are feeling stressed.

10A

Our emotions

LESSON OVERVIEW

Aims: Learn language for talking about emotions; listen to a guidance counselor talk about the importance of managing our emotions; practice talking about how we deal with negative emotions

Target Vocabulary: confused, delighted, frustrated, lonely, overwhelmed, relieved, shocked, surprised

VOCABULARY

A Have students work individually to read the words and decide if each expresses a positive or a negative emotion, or could be used to describe both. Note that students may have slightly different answers depending on their interpretation of an emotion, but generally the words *overwhelmed* and *surprised* can be used to describe either a positive or a negative emotion depending on the situation.

B Have students work individually to complete the task. Note that students should choose the most suitable word for each sentence. For example, item 1 is most likely to be *delighted*. Check answers as a class.

C Model the example sentences aloud. Point out that the person names the emotion and then explains the situation or reason for feeling that emotion. Draw students' attention to the words *when* and *because* in the sentences.

Language Note

Some adjectives have a stronger tone than others. In regard to emotion, word choice can make a big difference in how a situation is interpreted.

For example, someone who is feeling *stressed* might be under some pressure, but someone who is *overwhelmed* may



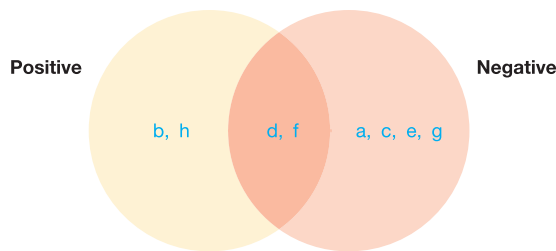
10A Our emotions

Two boys fishing in a stream in Thailand

VOCABULARY Describing feelings

A Are the words below more positive or more negative? Write the letters in the diagram.

- a shocked b delighted c lonely d overwhelmed
- e frustrated f surprised g confused h relieved



B Complete the sentences using the words in A.

- 1 I was delighted that my brother, who works overseas, was coming home for the holidays.
- 2 I haven't been getting much sleep lately because I've been overwhelmed with schoolwork.
- 3 I was shocked when I heard about the damage that the earthquake caused.
- 4 People who live in a different country from their family and friends may feel lonely at times.

C Work with a partner. Give an example of a time you experienced each of the emotions in A.

Yesterday, I was frustrated because I couldn't figure out what was wrong with my computer.

Last week, I was delighted when I received a gift from my friend in China.

be in trouble and need help, or could be overwhelmed with happiness. Point out to students that the words we use to talk about our emotions will shape how others interpret our situations. Note that some terms might also be interpreted as negative or positive depending on context. Someone who wins a prize unexpectedly will feel *surprised* in a positive way, while someone who suddenly gets bad news will feel *surprised* in a negative way.

EXTENSION ACTIVITY Have students work in small groups to brainstorm more words to describe emotions. Tell groups to write the words in a concept map. Make a large concept map on the board and have groups take turns adding some words to it and explaining meaning and tone.

LISTENING Dealing with emotions

Giving examples

Here are some phrases we can use when giving examples to elaborate on our points.
Some of the most common ... For instance, ... Take ... for example.



A ▶ **10.2** Watch guidance counselor Craig Albrightson talk about his work. What are some of the challenges he says his students usually encounter?

- uncertainty in deciding career paths
- family problems
- managing relationships with schoolmates
- adjusting to their new surroundings



B ▶ **10.3** Watch the rest of the interview. Why does Albrightson believe that it's important to manage our emotions well?

- a It gives us self-confidence.
- b It helps us make good decisions in life.
- c It helps us be more sensitive to other people's feelings.

C CRITICAL THINKING Answers will vary.

Inferring Work with a partner. What do you think a guidance counselor needs to be like? Why?



Guidance counselor Craig Albrightson helps his students overcome their difficulties.

SPEAKING Talking about managing emotions



A ▶ **10.4** Listen to the conversation and fill in the blanks with what you've heard.

A: Hey, look. That guy just cut in line. ¹ Unbelievable !

B: Oh, yeah, I see him. Oh, well.

A: Does he think we're all just ² standing here for fun ? What nerve!

B: ³ It happens sometimes . At least it isn't a really long line, so we won't have to wait too long.

A: I hate it when people do that. It really ⁴ annoys me .

B: Yeah. But it's no big deal .

A: I'll go and tell him he can't do that.

B: Hey, ⁵ calm down . It's not worth getting angry about. Just let it go .

B ▶ **10.4** Listen to the conversation again and mark the words or phrases with ↗ for a rising tone (升调), ↘ for a falling tone (降调), and — for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

C Work with a partner. What annoys you? When your friends or family members get annoyed, how do you deal with it? Use the expressions in blue above to help you. Answers will vary.

I get annoyed when people don't say thank you.

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Note that a guidance counselor's job is to provide support for students in their everyday school life as well as help guide them in academic and career goals. Guidance counselors deal with a range of topics and situations, and must be able to connect with students so that they will open up and talk to the counselor and respect his or her advice and guidance.

SPEAKING

A Give students time to preview the task.

▶ **10.4** Play the audio.

Check answers as a class. Elicit the situation that the speakers were reacting to (a guy cutting in line). Ask students to comment on each speaker and what their disposition is probably like. For example, Speaker A is clearly more impatient than B, but some may argue that B is too laid-back.

B Play the audio again. Ask students to practice the conversation, paying attention to the right pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check the answers as a class.

C Model the example with a volunteer. Give students time to think about a situation that annoyed them recently. Ask for volunteers to share some situations. Then ask the class if they would be annoyed in the same situation or not.

★ **CHALLENGE** Encourage partners to ask follow-up questions. For example, *What did you do next?*

➡ **EXTENSION ACTIVITY** Have the class play a game of charades using the emotion words from the vocabulary as well as any they brainstormed together. Assign each pair one emotion. Have them act it out for the class. Give points to the first team to name the correct emotion being acted out. Tally the points at the end of the game.

LISTENING

A Read the information in the **Giving examples** box aloud as students read along. Note that the box gives expressions for introducing examples. Both *for instance* and *for example*, though, can come before or after the example.

Have students preview the task.

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

B ▶ **10.3** Play the video. Have students do the exercise individually. Have students check answers in pairs, and then have them work in the same pairs for the discussion in **C**.

C CRITICAL THINKING Read the question aloud. Ask partners to share their opinions using the vocabulary in the book. Encourage them to share any personal stories of guidance counselors they've experienced. Ask for students to share with the class some points that they discussed.

10B

Emotional intelligence

LESSON OVERVIEW

Aims: Read an infographic about emotional intelligence; talk about emotional quotient (EQ) and jobs

Infographic Summary: Introducing some important aspects for high emotional intelligence, the infographic also shows which types of jobs tend to have a higher average EQ. Generally, people with a high EQ can read others' emotions well and make decisions based on this understanding.

LANGUAGE FOCUS

A Have student look over the infographic.

Have students share any experiences they've had taking an EQ (emotional quotient) test. If no one has taken an EQ test, ask students to share their ideas about what kind of questions an EQ test has.

B Read aloud the question. Tell students to listen for the answer.

▶ 10.5 Play the audio. Have students check answers in pairs. Elicit more details about the conversation. Ask: *What kind of test was not given at the job interview? (an IQ test)*

Which speaker has low self-awareness? (the woman)

Elicit or explain the meaning of *self-awareness*.

10B Emotional intelligence

LANGUAGE FOCUS Discussing EQ and jobs

A Read the information. Have you ever taken an EQ test?

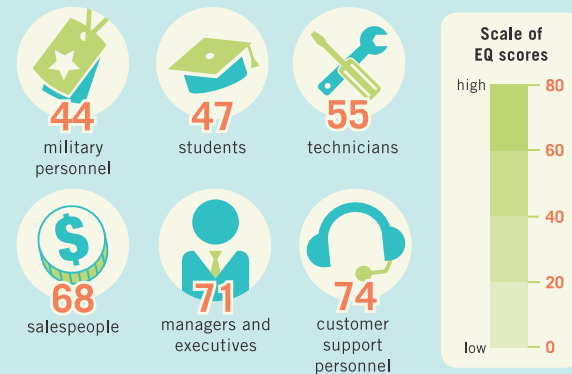
What is emotional intelligence?

Emotional intelligence is the ability to understand how people feel and react to things. It is also being able to use this ability to solve problems and make good judgments.

People with high emotional intelligence are able to ...



A survey showed that people who often had to interact with clients or employees usually have higher average EQ scores.



B ▶ 10.5 Listen to the conversation. Where did the speakers take their EQ tests?

The man took an EQ test at a job interview. The woman took her test online.

C ▶ 10.5 Listen to the conversation in B again. Complete the sentences from the conversation.

- But they asked me to take an EQ test.
- I had to answer 40 multiple choice questions about what I'm like and what I'd do in different situations.
- The position involves a lot of team work with business partners. They told me that the EQ test really help them find people who are suited for the job.
- Well, I think you are good at dealing with people.

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C Have students preview the task.

▶ 10.5 Play the audio again, pausing after each sentence so that students can fill in the blanks. check answers as a class.

D Have students read over the language chart for **Reporting other people's speech and thoughts**.

Go over the meaning and use of reported speech. Draw students' attention especially to the use of past tense in the sentences, even in the case of things that haven't happened yet. Direct students to pages 158–159 of the Student's Book for more information.

Grammar Note

A quote is direct speech. Reported speech or indirect speech is when you tell another person what someone said to you.

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- D Read and study the language in the chart. Pay attention to the use of **reported speech** and take turns asking the questions below. Then share your partner's responses with another pair.

Reporting other people's speech and thoughts

"We're going to do a study on EQ."	→ They said they were going to do a study on EQ.
"We'd like you to take an EQ test."	→ They asked me to take an EQ test.
"I have an interview next week."	→ He told me he had an interview next week.
"I'll be in touch after the interview."	→ She promised to be in touch after the interview.
"Remember to email me the document."	→ He reminded me to email him the document.

For more information on **reported speech**, see Grammar Summary 10 on pages 158-159.

- E Work with a partner. Take turns asking the questions below. Then share your partner's response with another pair. **Answers will vary.**

- 1 What do you usually do in stressful situations?
- 2 Do you think you have a high EQ? Why or why not?

Andy said that he usually talks to someone when he's feeling stressed.

Sarah told me that ...



SPEAKING Talking about EQ in jobs **Answers will vary.**

- A Work with a partner. Look at the list of jobs below. Color in the stars based on how important you think having a high EQ is for the job (1 star = least important).

☆☆☆☆☆ nurse	☆☆☆☆☆ CEO
☆☆☆☆☆ actor/actress	☆☆☆☆☆ waiter/waitress
☆☆☆☆☆ taxi driver	☆☆☆☆☆ journalist
☆☆☆☆☆ accountant	☆☆☆☆☆ salesperson
☆☆☆☆☆ politician	☆☆☆☆☆ computer programmer

- B Share your ratings with the class, and explain why you think it's important for people in some jobs to have a high EQ.

We think it's very important for CEOs to have a high EQ because they need to ...

We think nurses need a high EQ because ...

Alternatively, ask for volunteers to tell the class what their partner said.

SPEAKING

- A Have students work with new partners. Give them enough time to talk about each job. If necessary, elicit or explain the meaning of *accountant*, *politician*, *CEO*, and *computer programmer*. Alternatively, have pairs look up any unknown terms in the dictionary.

- B Model the example with a volunteer. Explain that each pair needs to explain to the class what their thoughts are about one or two of the jobs listed. Point out that both partners should contribute.

- ➡ **EXTENSION ACTIVITY** Have students go online to take an EQ test. Then have them share the results with a partner. Ask them to talk about what they agree with or disagree with in regard to the test results. If the test offers job suggestions, ask students to share what the recommendations are and what they think about them.

Language Note

EQ stands for *emotional quotient*, which is a score from a test that measures our ability to relate to and share emotions with others. As opposed to an IQ test, which measures logical reasoning, EQ tests measure our ability to consider and react to people's feelings. The term *self-awareness* refers to a person's ability to evaluate their own actions and motivations. Someone who is self-aware has a good understanding of their own emotions and character, and how it affects their decisions and their reactions.

An *IQ test* is an exam that measures *intelligence quotient*, or a person's ability to reason. The test asks a series of questions that require logical thinking to solve.

Reported speech and thoughts use verbs like *say*, *ask*, *tell*, *promise*, and *believe*. In reported speech, there may be changes in the word order, tenses, and pronouns. For example, *Tom is watching TV* becomes *He said that Tom was watching TV* in reported speech.

Some common tense changes are:

simple present	→ simple past
present progressive	→ past progressive
present perfect	→ past perfect
simple past	→ past perfect

When the direct quote is a request, promise, or advice, the infinitive follows

the reported verb:

She promised to be in touch after the interview.

He asked me to call back next week.

- E Have students work in pairs. Read the questions aloud. Explain that they should first answer the questions using their own personal information. Tell students to take notes if necessary, since they will be reporting the answers to another classmate. Have students get into new pairs to report the information they heard. If time permits, have students switch pairs a few times.

10C

This app knows how you feel

LESSON OVERVIEW

Aims: Watch and understand a talk about making emotion-sensing technology; practice giving a demonstration

Target Vocabulary: humanize, mission, potential, subtle

TED Talk Summary

Rana el Kaliouby shares a personal story about how she came to be committed to emotion-sensing technology. As a graduate student living in Cambridge, England, far away from her family in Egypt, she was homesick and isolated and spending a lot of time in front of her computer. From this experience, she began to see the many benefits of having technology learn to read our emotions. The technology that she developed as a result is demonstrated for the audience, showing how a computer can recognize emotions through facial expression. El Kaliouby also shares some applications of this technology as well as what her team has learned from collecting online data about people's emotions.

PREVIEWING

Have students read the paragraphs. Tell them to pay attention to how each bold word is used in context in order to understand its meaning. Have students work individually before checking answers in pairs.

Remind students of the **Warm Up** preview clip. Tell them to use all the ideas and information they have learned about emotion-sensing technology so far in the unit to support their viewing of Rana el Kaliouby's TED Talk. If necessary, elicit additional example sentences of each vocabulary word.

10C This app knows how you feel

TED TALKS

RANA EL KALIOUBY is a computer scientist and co-founder of a tech start-up. Her **mission** is to **humanize** technology; she's developing technology that is able to recognize even **subtle** facial expressions. She believes this kind of technology has the **potential** to benefit us in many ways. Rana el Kaliouby's idea worth spreading is that by teaching computers how to register emotions, we can eventually bring more feelings into the digital experience and form personal connections with our devices.



PREVIEWING

Read the paragraphs above. Circle the correct meaning for each **bold** word (1–4). You will hear these words in the TED Talk.

- 1 If you are on a mission, you are working (**on a team** / **toward a certain goal**).
- 2 To humanize something is to (**make it user-friendly** / **give it the characteristics of a person**).
- 3 Something that is subtle (**is** / **isn't**) easily recognized.
- 4 If a person has a lot of potential, the person has (**the ability to do well** / **a lot of power**).

VIEWING



A **10.6** Watch Part 1 of the TED Talk. Complete the timeline showing Rana el Kaliouby's experience. Note the events (a–d) on the diagram.

- a She formed a team to create technologies that can read and respond to our emotions.
- b She thought about how emotionally intelligent technologies could be useful for people.
- c She left Egypt to do a Ph.D. in computer science.
- d She found it frustrating that she couldn't communicate her emotions accurately online to her family.



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VIEWING

A Have students preview the task. Tell students to listen carefully for the order of events.

10.6 Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class.

Elicit some examples of ways we show emotions while online. El Kaliouby

shows one example, an emoji, something students also talked about in Unit 9. Ask students to comment on whether they think emojis are useful or not for helping to express emotions.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *intimacy*, *cyberspace*, and *homesick*.



B ▶ **10.7** Watch Part 2 of the TED Talk. Complete the labels.

The box identifies the person's ¹ face.

The points track the main features of her face: eyebrows, ² eyes, ³ mouth, and nose.

The green bar ⁴ goes up as she smiles, indicating happiness.

The device can recognize other emotions like surprise and ⁵ confusion.



C ▶ **10.8** Read the sentences below and predict the team's findings. Then watch Part 3 of the TED Talk and check your answers.

- In the United States, women are 40 percent (more) (less) expressive than men.
- In the United Kingdom, women are (less expressive than) (as expressive as) men.
- Women in their 20s (frown) (smile) a lot more than men the same age.
- People are (more expressive in the morning) (expressive all the time).



D ▶ **10.9** Watch Part 4 of the TED Talk. Match each tech idea to its general purpose.

- | | | | |
|--------------------------------------|---|---|----------------------------------|
| 1 glasses that read emotions | ○ | ○ | safety |
| 2 apps that track your learning pace | ○ | ○ | education |
| 3 cars that detect if you're tired | ○ | ○ | health |
| 4 fridges that auto-lock | ○ | ○ | helping people with disabilities |

E CRITICAL THINKING

Evaluating Work with a partner. Which statement best summarizes Rana el Kaliouby's conclusion?

- ① We should accept that we will use technology and devices more in the future. Instead of reducing the amount of time we spend on them, we should try to build emotions into technology.
- 2 Besides limiting how much we use digital devices, we should also make them more human.

D Have students preview the task.

▶ **10.9** Play Part 4 of the TED Talk. Have students do the exercise individually. Check answers as a class.

Elicit students' thoughts and opinions about the devices that were mentioned. Ask which devices they would like to try and why. Elicit or explain the meaning of unfamiliar language. Suggestions for Part 4 include *virality*, *close to my heart*, and *fight a losing battle*.

E CRITICAL THINKING Read the statements aloud. Ask students to think about which statement is closer to the speaker's message before discussing in pairs.

Check the answer by having a class discussion. Ask students to give reasons to support their answers. Note that in closing her speech, el Kaliouby tells the audience she believes devices can bring us closer if they are able to interpret emotions.

Language Note

Part 1

The noun *intimacy* refers to a close familiarity. *Cyberspace* is a synonym for the Internet. Someone who is *homesick* is missing their home and family while away.

Part 2

The term *live demo* is another way of saying *live demonstration*.

An *algorithm* is a software operation that performs a task, such as calculating, or processing or recognizing facial expressions.

Part 3

The verb *amass* is a synonym for collect. To *quantify* something means to measure it.

Part 4

The term *virality* refers to going viral, meaning being shared by millions of people online.

When something is *close to your heart*, it has a special meaning for you.

To *fight a losing battle* means that no matter how hard you try to oppose something, you will not be successful.

B Have students preview the task.
▶ **10.7** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class or play the check-your-answers part of the video.

Ask students to work in pairs to summarize in their own words the demonstration they just saw. Ask partners to explain different parts of the app using the picture in the textbook.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *live demo* and *algorithm*.

C Have students complete the task before watching Part 3. Point out that they are guessing the results that the team found. Have students share and discuss their guesses in pairs.

▶ **10.8** Play Part 3 of the TED Talk and have students check their answers.

Ask students to comment on which results surprised them and why.

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 3 include *amass* and *quantify*.

VOCABULARY IN CONTEXT

- A** ▶ **10.10** Play the video. Then play the check-your-answers portion.
- B** Read the questions aloud. Have students work in pairs to share answers. Note that the speaker says that she thinks in five years we will already be using emotion-sensing technology in every device. She gave her talk in 2015. Ask for volunteers to share their thoughts on her prediction.

PRESENTATION SKILLS

- A** Read the Presentation Skills information in the **Giving a demonstration** box aloud. Elicit any other demonstrations students have seen in the TED Talks in the book (for example, Kenneth Shinozuka's sock sensor in Unit 3). Have students preview the task.
- ▶ **10.11** Play the video. Have students do the exercise individually. Have students check answers in pairs.
- B** Have students preview the task.
- ▶ **10.11** Play the video. Have students do the exercise individually. Check answers as a class. Note that each purpose listed is an important step in giving a clear and easy-to-follow demonstration.

Skill Note

Giving a demonstration is another technique to involve and engage an audience during a presentation. A *demonstration* shows an audience how something is done, in the process keeping them engaged in and informed about the topic at hand. Note that speakers often use demonstrations for technical subjects that are hard to explain otherwise. This is also why it is necessary to use clear language, such as the phrases in the language box, during the demonstration.

VOCABULARY IN CONTEXT



- A** ▶ **10.10** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: b, 2: c, 3: c, 4: b, 5: a

- B** Work with a partner. How many years down the line do you think emotion-sensing technology will become a part of our reality? What are the advantages and disadvantages? *Answers will vary.*

We rely on technology a lot these days, so I think ...

A few years down the line, emotion-sensing technology will definitely ...

PRESENTATION SKILLS Giving a demonstration

Use clear language when you give a demonstration to your audience. Here are some phrases to use.

So, we're going to ... / So, today, I'm going to ... / So, first of all, ...

(And) Then ... / Now ... / Next, ...

As you can see, ... / Can you see ...?

Finally, ...



- A** ▶ **10.11** Watch part of Rana el Kaliouby's TED Talk. Complete the sentences with the phrases she uses to give a demonstration.

- "As you can see, the algorithm has essentially found Cloe's face ..."
- "So we're going to test the machine."
- "So first of all, give me your poker face."
- "So you can see the green bar go up as she smiles."

- B** ▶ **10.11** Watch again. What is the purpose of each sentence in **A**? Write the letters. Letters may be used more than once.

a giving an introduction b sequencing events c clarifying what's happening

- 1 c 2 a 3 b 4 c



Rana el Kaliouby's app is able to detect subtle expressions.

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- ➔ **EXTENSION ACTIVITY** Ask students to write about a device they wish would be available in five years. Explain that the device must use emotion-sensing technology. Tell them to describe the device and its uses. Note that students can use this idea to present to their groups in **Lesson D**.

10D Emotion-sensing devices

COMMUNICATING Applications of emotion-sensing technology Answers will vary.

- A** Work in groups. Come up with an idea for an emotion-sensing device. Some ideas for devices are given in the box.

fridge car smartphone desk lamp glasses TV

- B** Think about what the device will do. Why is there a need for it? How will it help people?

A lamp that dims the light when it senses that we're tired can help us relax and get ready for bed at night.

- C** Share your idea with three other groups. Get them to rate your creation and give reasons for their answers. Note their responses in the chart.

Ratings: 1 – Yes, it would be great! 2 – Yes, it may be a good idea. 3 – No, probably not. 4 – No, absolutely not!

Group	Rating	Reason

- D** Take turns reporting the results of your survey to the class. What did people like best about your idea? How could you improve on it?

Reporting language

Based on the results, ...

The majority of people feel that ...

What we've found is ...

Looking at the survey results, ...

A driver-fatigue warning sign in Australia



10D

Emotion-sensing devices

LESSON OVERVIEW

Aims: Present a plan for a device; express opinions about emotionally intelligent technology; have a debate on emotion-sensing technology

COMMUNICATING

- A** Divide the class into groups. Give each group time to brainstorm a few possible devices. Tell students to think about a device that would be useful to them. Note that *fridge* means refrigerator.

- B** Tell groups to choose one item from the ones they've brainstormed and start to describe what it does and how it helps. Tell groups to talk about how to introduce each function and the benefits of the device to the next group they will speak to.

- C** Have two groups get together and introduce the item and then have groups switch again to circulate the room. Alternatively, have new groups form from members of each group and do individual presentations. Encourage those presenting to role-play a demonstration if possible.

- D** If students did the presentation individually, ask the original groups to get back together and report how others rated them and any feedback they heard. Then have each group present these results to the class.

Read the information in the **Reporting language** box aloud. Point out that the expressions in the box are formal, but they can be used for reporting results from both formal and informal surveys. Remind students to also use the reporting verbs that they learned in **Lesson B**.

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DEBATE

Choose two groups to debate; the other students will be the audience. They will listen and ask the debaters questions at the end of the debate. The audience will then vote for the side which presents a stronger case.

Give points to the winning team, and also give point bonuses to the groups in the audience when their group members raise good questions.

DEBATE Emotion-sensing technology *Answers will vary.*

- A** Work in two groups. You are going to have a debate on whether there is a need for technology to be able to recognize emotions or not. Group A will argue for it and Group B will argue against it.

Debating language

<i>I would say that...</i>	<i>In my view...</i>
<i>I agree/I don't agree...</i>	<i>I agree, but...</i>
<i>I think the best part is...</i>	<i>I tend to...</i>
<i>Generally, I prefer...</i>	<i>I usually try to...</i>

- B** In your group, brainstorm the supporting ideas. Make notes in the chart below.

<i>Advantages (Group A)</i>	<i>Disadvantages (Group B)</i>

- C** During the debate, other groups will serve as the judges and vote for the side which presents a stronger case.

11 Leaders and Thinkers



Richard Branson
Entrepreneur, TED speaker

“I learned early on that if you can run one company, you can run any company.”

11

Leaders and Thinkers

WARM UP

Have students look over the picture, caption, and quote on the page. Ask students to raise their hands if they have heard of Richard Branson. Point out that students have read about one of Branson's companies in the Unit 8 reading passage (Virgin Galactic). Ask them to make some guesses about Branson's personality based on the fact that he owns a space travel business.

11.1 Play the preview clip of the TED Talk.

For question 1, have students work in pairs to list the Virgin companies that they know of, and then share their lists with the class. Some of the better-known companies in the Virgin Group include: Virgin Atlantic/America, Virgin Galactic, Virgin Cruises, Virgin Mobile, Virgin Money, Virgin Radio, Virgin Vacations, and Virgin Unite.

For question 2, note that answers will vary greatly depending on students' knowledge and interests. Tell students to explain who the business leader is or what the business is, and what they would ask if they could meet him or her. Explain that if students only know the company and not the leader's name, they can say *I'd like to meet the head of (company name)*.

EXTENSION ACTIVITY Have students work in groups to visit the Virgin website to gather some more information about one Virgin business. Check that no groups chose the same business to research. Then have each group report back to the class about the business.

UNIT GOALS

In this unit, you will ...

- talk about business and leadership.
- watch a TED Talk about Richard Branson's ideas on succeeding in business.
- discuss your business philosophy

WARM UP



11.1 Watch part of Richard Branson's TED Talk. Answer the questions with a partner.

- 1 Have you heard of the Virgin Group? Do you know any Virgin companies? *Answers will vary.*
- 2 What business leaders would you like to meet? Why? *Answers will vary.*

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UNIT GOALS

The unit focuses on leaders in business. Students will listen to, watch, and discuss interesting entrepreneurs from around the world. They will learn language to talk about business management, as well as language useful for storytelling. By the end of the unit, they will be introduced to a range of values and principles in business, and be encouraged to think about and express their own personal philosophies as leaders.

TED Speaker

Richard Branson is a world-famous entrepreneur who has developed the global Virgin brand.

TED Talk Summary

In an interview on the TED stage, Branson shares what he's learned during his decades running multiple businesses. He talks about various formative experiences over the years, and how taking risks has led him to both success and failure.

Idea Worth Spreading

Reaching business success involves also experiencing many failures and recoveries.

11A

Business leaders

LESSON OVERVIEW

Aims: Learn language for talking about business management; listen to someone talk about starting a new business; practice talking about what makes a good leader

Target Vocabulary: career, go against a competitor, manage staff, reputation, run a company, ruthless, take a risk, work out a business strategy



Howard Schultz, CEO of Starbucks, with employees in Mexico

11A Business leaders

VOCABULARY

A Have students work individually to complete the sentences.

▶ **11.2** Play the audio to check answers as a class. Explain the vocabulary words.

Elicit additional sentences using each vocabulary word. Ask students to give example sentences using a business owner they know.

B Give students time to read the questions and think about their answers before discussing. Model the conversation with a volunteer. Point out that the first speaker mentions the kind of business he'd like to run. Tell students that they should also give reasons for they would or wouldn't like to run a company. Encourage students to give examples of risk-taking in business.

VOCABULARY Doing business



A ▶ **11.2** Complete the sentences using the words in the box. Then listen and check your answers.

reputation careers manage staff run a company ruthless

- Some people believe that to get to the top, you may have to be ruthless.
- Many entrepreneurs gave up successful careers to start their own businesses.
- If you can manage staff well and take care of their needs, your company is more likely to grow.
- It's very important for companies to protect the reputation of their businesses.
- It takes a lot of hard work to run a company successfully and grow it into a global business.

B Work with a partner. Would you like to run a company? How comfortable are you with taking risks?

I'd like to run a small website design business.

I don't think I'm interested in running a company.

LISTENING Starting a business

Listening for sequence of events

Time expressions help us understand the order of events.

After I graduated, ... *Since 2015, ...* *Then I went to ...*

First, ... that, I was working as a teacher ... *Finally, I became to work in the school ..*

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➔ **EXTENSION ACTIVITY** Have students work individually to write more about being a boss. Ask them to pretend that they are the head of a company. Tell them to write about one day in their life as the head of a company and everything they do. Then have them compare with a partner. Go over the sequence words in **Listening** before students start writing.

LISTENING

Read the information in the **Listening for sequence of events** box aloud. Complete the examples given in the box, for example, *After I graduated, I worked as an engineer.* Ask students to identify the order of the events in your sentences. Elicit more examples of time expressions.



A ▶ **11.3** Watch entrepreneur Priscilla Shunmugam talk about her journey to start her own business. Order the events from 1 to 5.

3. She traveled to London.
1. She practiced law for a few years.
5. She started Ong Shunmugam.
2. She was dissatisfied with her career.
4. She learned how to sew and took courses in fashion design.



B ▶ **11.4** Watch the rest of the interview. What personal goals does Shunmugam mention?

- to preserve traditional Asian history through her designs
- to explore Western designs in her dresses
- to be a mentor to aspiring designers
- to start a design school



A model wearing one of Priscilla Shunmugam's designs.

C CRITICAL THINKING

Predicting Work with a partner. What kinds of challenges do you think Priscilla Shunmugam faced when she set up her business? *Answers will vary.*

SPEAKING Talking about what makes a good leader



A ▶ **11.5** Listen to the conversation and fill in the blanks with what you've heard.

A: What do you think makes a good leader?

B: I think my manager ¹ at my previous job was a good leader. He was always confident in his decisions.

A: Yeah, I guess that's pretty important.

B: And I think you have to ² care about the people who work for you.

A: Really? But there are lots of ³ ruthless leaders out there.

B: Maybe, but people won't like working with them. Great leaders need to ⁴ be able to inspire people. I think that's the most important thing.

B ▶ **11.5** Listen to the conversation again and mark the words or phrases with ↗ for a rising tone (升调), ↘ for a falling tone (降调), and — for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

C Work with a partner. What qualities do you think are most important for a leader? Why? Use the expressions in **blue** above to help you.

I think one quality every leader should have is passion.

Definitely. In my opinion, a good leader also needs to be humble.

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A Give students time to preview the task. Ask students to raise their hands if they've ever visited a shop opened by a fashion designer.

▶ **11.3** Play the video. Have students do the exercise individually. If necessary, play the video again before having students check answers in pairs.

Elicit any time expressions that students heard in the video (*since 2010; so in 2008; during my time there; after coming back*). Note that at the end she talks about future events with the expression *over the next ten years*.

B Give students time to preview the task.

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

C CRITICAL THINKING Explain that students will have to infer some of the challenges based on the information that they heard in the video in addition to any background knowledge that they have about business. Shunmugam likely faced some challenges in finance, marketing, and staffing, as well as pressures from people who discriminated against her because of her lack of a fashion background, or her age, or gender. Note that students will listen to another interview with Shunmugam in **Lesson B** in which she talks about the challenges she faced.

SPEAKING

A Have students preview the question.

▶ **11.5** Play the audio. Have students do the exercise individually. Then check answers as a class.

Point out the expression *I guess* and explain that this is a useful way to casually agree with someone. Variations include: *I guess that's true; I guess you're right; I guess so.*

B Play the audio again. Ask students to practice the conversation and pay attention to the pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check the answers as a class.

C Give students time to think over their opinions and ideas. Encourage them to write some short notes to refer to during their discussions. Model the examples, pointing out the language used to introduce an opinion (*I think ...; In my opinion, ...*).

➕ **SUPPORT** Have the class brainstorm a list of possible qualities. Write a word web on the board for students to refer to as they discuss.

➡ **EXTENSION ACTIVITY** Have students go online to visit Shunmugam's clothing store. Have them work in small groups to share their impressions of the business that she has built.

11B

Being a leader

LESSON OVERVIEW

Aims: Understand an infographic about CEOs; talk about obligation and giving advice; do a role-play as a CEO and a journalist

Infographic Summary: Students are introduced to some basic statistics about CEOs in the top U.S. companies. The average CEO age range is 35–44, but most started their first companies at age 27. Only a small percentage work over 100 hours a week, and most were more motivated by the desire to be entrepreneurs than by the actual idea behind their businesses.

LANGUAGE FOCUS

A Have student look over the infographic. Have each student write at least one question. Then elicit their ideas.

Content Note

Elon Musk is the CEO of Tesla Motors and SpaceX. Mark Cuban owns TV networks and sports teams in the United States. Bill Gates is the founder of Microsoft and a well-known philanthropist.

B Read the question aloud. Remind students that they watched a video about Shunmugam in **Lesson A**.
▶ **11.6** Play the video. Elicit the answer to the question. Ask students how her answers compared to their ideas in **Critical Thinking** in **Lesson A**.

Elicit answers to more detailed questions about the video. Ask:
What three areas did she struggle with most? (money, connections, experience) *Did her family and friends support her at first?* (no) *What couldn't she afford to buy when she was starting her business?* (cheap toiletries and makeup) *How many hours does she sleep a night?* (4–5 hours)

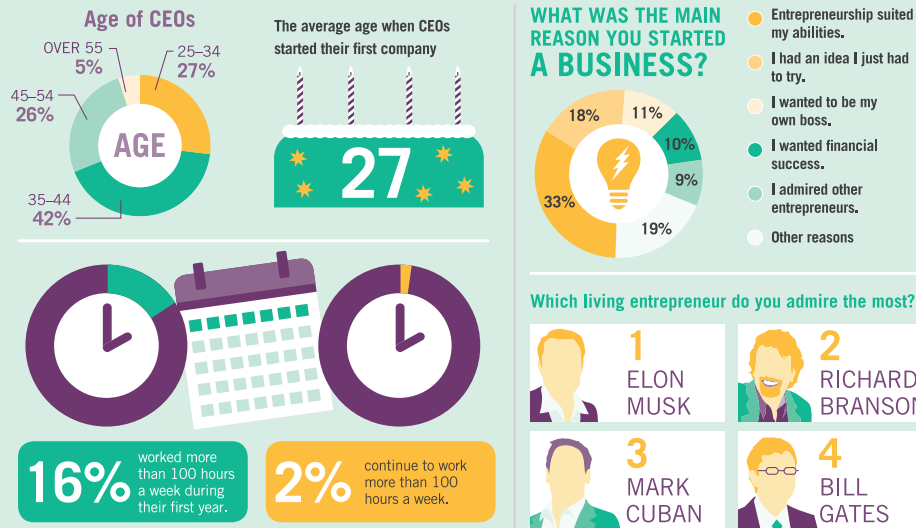
11B Being a leader

LANGUAGE FOCUS What makes a CEO?

A Read the survey results. What other questions would you ask the CEOs?

A survey of 500 CEOs

A survey of CEOs from the top 500 private companies in the United States shows the following results.



B ▶ **11.6** Watch an interview with Priscilla Shunmugam. What challenges did she face when she first started her business? Discuss with a partner. *She didn't have any money, connections, or experience. She also had to give up two serious relationships and her dreams of starting a family in her 20s.*

C ▶ **11.6** Watch the interview in **B** again. Complete the sentences from the interview.

- 1 So I had to be my own supporter and my own critic, and make it work.
- 2 I understand that we need to make sacrifices for what we believe in. We have to be brave and make hard decisions when needed.
- 3 Opportunities don't always come along, so when you have one, you should grab it.

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C Have students read the sentences.

▶ **11.6** Play the video again, pausing after each sentence so that students can fill in the blanks. Check answers as a class.



D ▶ **11.7** Listen to the following statements. Circle T for true or F for false.

- 1 Elon Musk is one of the most creative business leaders in the world. (T) F
- 2 According to Elon Musk, it would be better to prevent people's overuse of oil by raising its price. T (F)
- 3 SpaceX is now transporting people to other planets. T (F)
- 4 Elon Musk has a strong determination to achieve the things he thinks are valuable. (T) F



SPEAKING Interview with a CEO

A Read and study the language in the chart. Pay attention to the **modals of necessity**.

Talking about obligation and giving advice

Managers **have to** be good communicators.
Managers **need to** motivate their employees to do well.
I think companies **must** always plan ahead.

If you want to run a company, you **shouldn't** be afraid of making hard decisions.
People **don't have to** have a lot of experience in business to start their own company.

For more information on **modals of necessity** see Grammar Summary 11 on page 159.

B Work with a partner. You are going to do an interview. **Student A:** Read the information below. **Student B:** Turn to page 134.

Student A

You are the CEO of a small company. Think about your role: your company, what makes your company unique, your main goals, what you need to do, and the challenges you face. Note your ideas. A journalist will interview you.

C Conduct the interview. Take turns asking and answering the questions. Try to use **modals of necessity**. **Answers will vary.**

What are the future goals of your company?

We're working to make electric cars more popular.

SPEAKING

A Have students read over the language chart and pay attention to the verbs in blue.

Go over the meaning and use of language for talking about obligation and giving advice. Direct students to page 154 for more information.

Grammar Note

The language chart introduces modals of necessity—*have to*, *need to*, and *must*—which are used for obligation and are followed by the bare infinitive.

If you *have to do* something, there is an obligation or a necessity to do it. The examples in the chart talk about the obligation to be a certain way: *have to be good communicators*, *need to motivate*, *must plan ahead*.

The chart also reviews modals for giving advice—*should*, *shouldn't*, and *must*. Advice is usually addressed directly to someone, so the subject *you* is commonly used: *You must stop doing that*.

B Assign each student role A or B. Give students time to study the information about their role. Have students write some notes about what they want to talk about in their interviews.

C Explain that students are going to be both journalists and CEOs. Tell them to take turns asking each other questions. If necessary, elicit a list of questions to support the students' discussion. Possibilities include:
Tell us some more about your company.
Where do you see your company in five years?
What are you currently working on?
What are some of the challenges you face?

D ▶ **11.7** Play the audio. Have students do the exercise individually and then check the answers.

➔ **EXTENSION ACTIVITY** Have pairs search online for more about Mark Cuban, Bill Gates, or another CEO from the top 500 companies in the United States. Tell them to write a paragraph similar to that in Activity **D**, using the language in the chart to talk about obligation. Have students read their paragraphs to the class. Ask the class to check each other's language use.

11C

Life at 30,000 feet

LESSON OVERVIEW

Aims: Watch and understand an interview; observe how to quote people

Target Vocabulary: dyslexic, grasp, inquisitive, stereotype

TED Talk Summary: Branson talks about his business experiences during a question-and-answer session with the TED moderator. In a relaxed interview, Branson shares stories and offers insights that he's learned over his decades as an entrepreneur. He says that both being curious and finding the right people to work for him have helped him gain success. He also points out that he experiences struggles because of his dyslexia, which sometimes affects his understanding of business even now, but this doesn't stop him.

PREVIEWING

Have students read the paragraphs and do exercise individually. Remind students 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. Ask students if they know any more about *dyslexia*. Have them share what they know with the class. See **Language Note** on page 113.

Explain that this TED Talk is a question-and-answer session, which is different from what students have watched up to this point in the textbook.

11C Life at 30,000 feet

TED TALKS

Virgin founder RICHARD BRANSON owns a group of more than 400 companies. He has **dyslexia** and this made it more difficult for him to **grasp** concepts at school. However, by being **inquisitive** and open to challenges, Branson has managed to make his business a great success, effectively proving wrong any **stereotype** people might have of dyslexia.

Richard Branson's idea worth spreading is that succeeding in business means a lifetime of taking risks, failing, and picking yourself up again.



PREVIEWING

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

- | | |
|--|-------|
| 1 understand | _____ |
| 2 curious | _____ |
| 3 a reading disorder | _____ |
| 4 an idea of a person or thing that is usually untrue or overly simplified | _____ |
- _____ grasp _____
 _____ inquisitive _____
 _____ dyslexia _____
 _____ stereotype _____

VIEWING



A **11.8** Watch Part 1 of the TED Talk. Answer questions 1 to 3.

- According to Branson, what is the best way to run a company?
 - Learn from the best people in the industry.
 - Have a clear organizational structure and workflow process.
 - Hire the right people and inspire them to do well.
- What does Branson mean when he says he loves to turn the status quo upside down?
 - He is easily bored with the way things are.
 - He tries something completely new or does things in a different way.
 - He thinks that office designs need to be unique.
- How does Branson get ideas for new companies?
 - by researching the strategies of rival companies
 - by talking to people from various industries
 - by constantly thinking about how he could improve things

VIEWING

A Have students preview the task. Point out that the question format is similar to comprehension questions on exams such as TOEFL and TOEIC. Note that the answer choices paraphrase what students heard in the video, which will require an understanding of overall meaning.

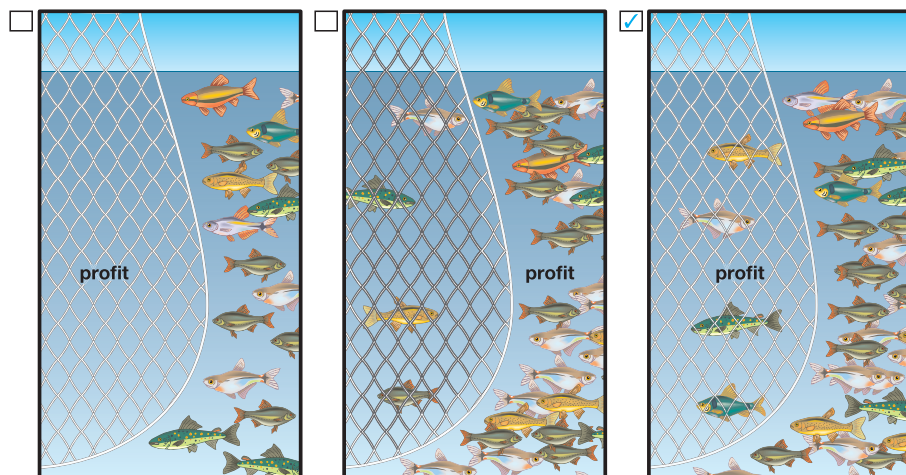
11.8 Play Part 1 of the TED Talk. Check answers as a class.

Ask students to explain why Branson seemed surprised by the first question that the moderator asks. Note that he says that the TED rules say that you can't talk about your own businesses, so he jokes that he can break the rules now since the moderator asked him about it directly.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *kick me off*, *draw out*, and *the status quo*.



B ▶ **11.9** Watch Part 2 of the TED Talk. Which diagram below illustrates the analogy Branson describes?



C ▶ **11.10** Watch Part 3 of the TED Talk. Check (✓) the statements that best describe Richard Branson's business philosophy.

- It's important to build friendly relationships with other companies.
- Maintaining a good reputation is essential.
- You should keep track of your competitors' actions.
- Treat people well and in a fair way.
- Sometimes you have to be ruthless in business to succeed.

D CRITICAL THINKING Answers will vary.

Evaluating Work with a partner. Which of Richard Branson's business principles do you think is the most surprising? Why?

It's surprising that Branson's number one rule is to have fun. I always thought of CEOs as serious people.

Yeah, I think CEOs really need to love what they do.

about why that principle appeals to them and how they can apply it to their lives.

➤ **EXTENSION ACTIVITY** Have students work individually to write about the principle that they talked about in **Critical Thinking**. Tell them to explain how they use this principle in their careers or daily lives now and/or how they want to apply it going forward. Have them share what they wrote with a partner.

Language Note

Part 1

When someone is *kicked off* or *kicked out*, they are asked to leave because they were misbehaving. A person can be *kicked off* a team or *kicked off* a project. If a person is asked to leave a physical location, such as an office or restaurant, they are *kicked out*. However, in the case of being on a stage, like Branson is, *kicked off* is used.

The verb phrase *draw out* is a synonym for *bring out*.

The status quo refers to what is typical at the moment. For example, Branson was not happy with the typical experience for airline passengers and thought he could do a better job, which is why he started his airline company.

Part 2

A *dyslexic* person struggles with interpreting words and numbers. For example, they may see the words or numbers in reverse order. Dyslexia is considered a type of learning disability. There is no cure for it, but people can learn to manage it.

Gross income is the amount someone or a business makes over a year, prior to paying employees, bills, and taxes.

Net income is the amount made after paying employees, bills, and taxes, which is the actual profit.

Part 3

When the moderator asks about the *dark side*, he's referring to being unkind, cruel, or ruthless in business.

The expression *knife (someone) in the back* is used to describe the act of betraying someone.

To *tread over* means to treat someone badly. The expression *walk all over* is also used in this way.

B Have students preview the task. Give them enough time to look over all three illustrations.

▶ **11.9** Play Part 2 of the TED Talk. Check answers as a class.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *net income* and *gross income*.

Ask students to work in pairs to put the analogy in the picture into their own words to explain the difference between net and gross income.

C Have students preview the task.

▶ **11.10** Play Part 3 of the TED Talk. Have students do the exercise individually. Have students check their answers in pairs first. Then check as a class. Elicit further explanation about each point.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 3 include *dark side*, *knifing (someone) in the back*, and *tread over*.

D CRITICAL THINKING Read the question aloud. Point out that students can use the principles mentioned in Activities **A** or **C**. Ask students to talk

VOCABULARY IN CONTEXT

A ▶ **11.11** Play the video. If necessary, play it again.

B Have students work individually to complete the activity. Check answers as a class. Elicit or explain the meaning of each vocabulary word. Then elicit additional sentences using each word.

PRESENTATION SKILLS

Read the information aloud as students read along. Remind students of the grammar for reporting speech, which they learned in Unit 10. Have a quick review.

A Have students preview the task. Ask students to also pay attention to the reporting language that Branson uses.

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

Elicit the verb that Branson used (*said*).

B ▶ **11.13** Play the video. Have students do the exercise individually. Check answers as a class.

Point out how common it is for TED speakers to tell stories during their presentations. Ask students why. Note that students have learned various skills for engaging the audience, including telling stories. Using direct quotes is one technique in telling an engaging story.

C Tell students to go over each quote in pairs and talk about its purpose. Ask them to recall the speaker's main message and consider how the quote supports it. Note that direct quotes can add a dramatic flair to a story. An example is the quote that Bezos uses. In other cases, such as Haas and Hahn's quote, it can be used as humor, or to provide a real-life example, like the quote used by Anne Curzan.

Skill Note

When reporting what someone has said, the following verbs may be used: *say*, *ask*, *told*, and *promise*. When you directly quote what a person has said, the verbs *say* and *ask* are most common.

Branson is telling a story, but he presents what his business colleague said as a

VOCABULARY IN CONTEXT



A ▶ **11.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: c, 2: a, 3: a, 4: a, 5: b

B Complete the sentences using the expressions in the box.

give it a go work it all out draw out knifing people in the back take on

- Great leaders are able to draw out people's strengths and help them realize their potential.
- Disagreements with your business partners are unavoidable, but when they happen, you should have a discussion to work it all out.
- Entrepreneurs usually have to be willing to take on challenges.
- You may be able to achieve success by knifing people in the back, but soon people won't want to work with you.
- If you're really interested in something, you shouldn't be afraid to give it a go.

PRESENTATION SKILLS Quoting people

To make your presentation more interesting, you can quote what someone else has said when sharing a story or an example.



A ▶ **11.12** Watch part of Richard Branson's TED Talk. Choose the correct options.

- Who did Branson quote?
 a someone from his company b a family member
- What did he use the quote to describe?
 a his business philosophy b how he learned a business concept



B ▶ **11.13** Watch the excerpts from three other TED Talks. How do the speakers introduce the quotes? Complete the missing words.

- The captain waved me over. He said, "Bezos, I need you to go into the house. I need you to go upstairs, past the fire, and I need you to get this woman a pair of shoes."
- The people who lived there really hated it. They said, "What did you do? You painted our house in exactly the same color as the police station."
- ... the man to my right started telling me about all the ways that the Internet is degrading the English language. He brought up Facebook, and he said, "To defriend? I mean, is that even a real word?"

C Work with a partner. Look at the quotes in **B**. Why do you think the speakers chose to include the quotes? *Answers will vary.*

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direct quote. In the script, it is written with quotation marks around it. Note that even though it is a direct quote, it is likely that he is actually paraphrasing what the person said. For effect in the story, though, it is presented as a direct quote.

Reported speech is when someone's speech is paraphrased and not presented as a direct quote. With reported speech, pronouns are often used to introduce the information, and the past tense is used to match the reporting verb—since the speaker is relaying information that has already been said. Note that this is the case

even if the event being talked about hasn't happened yet. (*He told me he had an interview next week.*)

When the reported speech is a request, promise, or advice, the infinitive follows the reporting verb. (*She promised to be in touch after the interview.*)

11D Leadership roles

COMMUNICATING My business philosophy Answers will vary.

A Decide your personal business style by ranking the descriptions in order of importance.

Values I look for in employees	My business philosophy
quality of work _____	Be different from others. _____
work attitude _____	Value your people. _____
honesty _____	Try to do good. _____
innovation _____	Try anything that interests you. _____
ability to have fun _____	Be ruthless when necessary. _____

1 = most important, 5 = least important

B Work in groups. One group member is the retiring CEO, and the rest are potential successors. **Potential CEO successors:** Present your business philosophies and values to the CEO, and give reasons for your answers. **Retiring CEOs:** Listen to each candidate. Ask follow-up questions if needed.

Describing your business style

My idea of a good employee is ... I'd hire employees who ...
I want to build a business that focuses on ... My goal for the company is ...

I believe employees should have a good work attitude because ...

As far as I'm concerned, ... is more important than ... because ...

C Retiring CEOs: Pick the candidate you think is the most convincing. This person will be the next CEO.



11D

Leadership roles

LESSON OVERVIEW

Aims: Communicate your business philosophy; practice describing your business style; run for chairman of Student Union

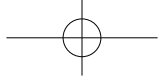
COMMUNICATING

A Read the information in the chart aloud. Elicit or explain the meaning of each description. Have students work individually to rate their values. Point out that 1 is most important and 5 is least important.

B Elicit the meaning of *CEO successor*. Make sure students understand that they are going to choose someone to replace them as the head of a company. Divide the class into groups of four. Assign one student as the retiring CEO. Tell the other group members to each give a presentation about their values and principles in business. Point out that they won't know the retiring CEO's values and principles until the end. Model the examples aloud. Tell the retiring CEOs that they need to listen carefully to decide who is their best successor. Elicit some possible follow-up questions. Remind students of some useful phrases for sharing opinions and beliefs. Write them on the board: *I would say that ...; In my view, ...*

Read the information in the **Describing your business style** box aloud to introduce some additional language for their presentations.

C Explain that each retiring CEO must give reasons for the person that they choose to be their successor. Tell them to describe their own business style.



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GROUP WORK

Tell students to make use of the values and business philosophies discussed on the previous page to run for chairman of Student Union.

GROUP WORK **Running for chairperson of the Student Union** Answers will vary.

- A** Work in groups. Brainstorm the traits the chairperson of the Student Union should possess.
- B** If you were the chairperson of the Student Union, what would be your working style? Check (✓) the answers that you think are right. Summarize your idea and share it with your group members.
- A willingness to take on responsibilities and challenges
 - A willingness to lead and take charge
 - Offering opinions and direction
 - Good interpersonal and communications skills
 - Dealing calmly and effectively with high-stress situations
 - Accepting criticism
- Your idea: _____

- C** Each group chooses one member to deliver a speech to the class. Below are some phrases that can help you.

It's my great honor to have the chance to...
I am glad to be here for...
With the qualities of..., I am sure that...
...qualifies me for ...
...enable me to...
Due to my... abilities, I can...
If I could have the opportunity to..., I would
If I am elected, I will...

- D** Take a vote to decide who is the best speaker and give some feedback on their speech. Include at least two things you like and one thing that could be improved.

12 Well-being

“I learned the hard way the value of sleep.”



Arianna Huffington
Co-founder of *The Huffington Post*, TED speaker

12

Well-being

WARM UP

Have students look over the picture, caption, and quote on the page. Ask students to raise their hands if they have heard of Arianna Huffington. Tell them that she is considered one of the most influential people in the world.

12.1 Play the preview clip of the TED Talk.

For question 1, tell students that they will be making guesses about Huffington's motivations behind talking about sleep. They will find out more in **Lesson C** when they watch the entire TED Talk. Note, however, that they can infer from the clip that Huffington believes getting more sleep will help us have more inspiring ideas. If necessary, elicit or explain the meaning of *dormant*.

For question 2, note that answers will vary. Ask students to explain how they feel in the morning after getting a lot of sleep versus not enough sleep. Have students share with the class what they're like when they are sleepy.

EXTENSION ACTIVITY Have students work in groups to find out more about Huffington. Tell them to recall what they learned in Unit 11 about business leaders. Ask them to find out some of the principles and values of Huffington's business style. Have groups report to the class what they learned about the speaker.

UNIT GOALS

In this unit, you will ...

- talk about health and well-being.
- watch a TED Talk about the importance of sleep.
- discuss how to increase productivity at school.

WARM UP



12.1 Watch part of Arianna Huffington's TED Talk. Answer the questions with a partner.

- 1 The speaker is a famous businessperson. Why do you think she is giving a talk on sleep? *Answers will vary.*
- 2 How do you feel when you don't get enough sleep? *Answers will vary.*

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UNIT GOALS

The unit focuses on health and well-being. Students will listen to, watch, and discuss ways to maintain optimum health, with a particular focus on the importance of sleep. They will learn language to discuss different aspects of a healthy lifestyle, and talk about imaginary situations. By the end of the unit, they will have considered their ideal lifestyle and how attaining work-life balance, including more sleep, will lead to better productivity in both areas.

TED Speaker

Arianna Huffington is a global media entrepreneur and the editor-in-chief of *The Huffington Post*.

TED Talk Summary

After experiencing an accident in which she collapsed from sleep deprivation, Huffington set out to learn more about the importance of sleep, and it has now become a major motivation for her to share what she learned, especially with women leaders.

Idea Worth Spreading

Better sleep habits lead people to greater productivity and happiness, with improved decision-making skills.

Content Note

The Huffington Post is an online media site with news stories and blogs covering a range of global topics from politics to social issues to entertainment. The site, often referred to as Huff Post, is one of the most-visited places online, averaging around 100 million unique visitors per month.

12A

A healthy lifestyle

LESSON OVERVIEW

Aims: Learn language for talking about healthy habits; listen to someone talk about the effect of sleep on the brain; practice talking about lifestyles

Target Vocabulary: active, cope with, diet, productive, recharge, strengthen, stressful, work-life balance

VOCABULARY

A Have students work individually to complete the sentences.

▶ 12.2 Play the audio to check answers as a class. Explain the vocabulary words.

B Have students work individually before checking answers as a class. Elicit additional sentences using each vocabulary word.

Language Note

The verb *recharge* is often used in regard to charging a battery that is low on energy, such as for a cell phone. We also use it to talk about taking a break to get our energy back after burning out physically or emotionally. It can be used for short-term and long-term situations. For example, a nap may be a way to recharge, but so is a vacation.

The expression *work-life balance* refers to the idea that we should have balance between our personal lives and our work lives. It is usually used in reference to people who work too much and need to make changes to find better balance, but the term itself is neutral.

Someone who is a *morning person* is active and energetic in the morning, as opposed to a *night person* who is more productive at night.



A woman kickboxing in her home in Jeddah, Saudi Arabia

12A A healthy lifestyle

VOCABULARY Describing health and well-being



A ▶ 12.2 Complete the sentences using the words in the box. Then listen and check your answers.

recharge stressful work-life balance strengthen

- Losing a job is very stressful.
- Mental exercises, such as doing sudoku puzzles, can strengthen your ability to solve problems.
- Work shouldn't be everything in your life. It's equally important to engage in leisure activities and maintain a work-life balance.
- After a busy week at work, I often recharge on the weekend by doing something I enjoy.

B Work with a partner. What is something you found stressful recently? How do you cope with difficult situations or challenges? *Answers will vary.*

The last time I experienced a stressful situation was when I gave a speech to the entire school.

When I face a problem, I ask my friends for advice.

LISTENING What your brain does when you sleep

Listening for additional information

Words such as *which* and *that* introduce additional information to the main point of a sentence.

LISTENING

Read **Listening for additional information** aloud. Elicit any other words that might indicate more information is coming (*who, when*). Give examples of how sentences containing these words are structured (*Fruit and vegetables, which contain lots of vitamins and minerals, are good for your health*).



- A** ▶ **12.3** Watch an explanation of Jeffrey Iliff's research on sleep and the brain. What is the main point of the explanation?
- Sleep is important because it's the only time for the brain to clear its waste.
 - We must sleep at the right time because the brain only clears its waste at certain times.
 - The amount of sleep each person needs varies according to how active the brain is during the day.



- B** ▶ **12.3** Watch again and fill in the blanks.
- The brain clears waste in a different way from the rest of the body because it lacks lymphatic vessels.
 - Unlike the rest of the body, the brain is unable to clear its waste when we are awake.
 - The brain switches to a cleaning mode when we sleep.

- C CRITICAL THINKING** The speaker uses an analogy of cleaning a house to explain the importance of getting enough sleep so that the brain is able to clear its waste.
Inferring Work with a partner. What analogy does the speaker use? What is its purpose?

SPEAKING Talking about lifestyles



- A** ▶ **12.4** Listen to the conversation and fill in the blanks with what you've heard.
- A: You've been yawning all day. Are you OK?
 B: Yeah. I'm just feeling tired.
 A: ¹ How much sleep did you get last night?
 B: About five hours, I guess.
 A: That's not enough. I heard we need about ² seven to nine hours of sleep every night.
 B: Yeah, I usually get more sleep. It's just that I've been stressed out over schoolwork recently.
 A: Maybe you should find a way to cope with the stress so you can get more rest. How about
³ doing some exercise ?
 B: I'm not really into sports. I prefer activities like reading.
 A: Reading is good, too. As long as it's something ⁴ you enjoy, it will help reduce your stress.

- B** ▶ **12.4** Listen to the conversation again and mark the words or phrases with ↗ for a rising tone (升调), ↘ for a falling tone (降调), and — for a liaison (连读). Then imitate the conversation with the right pronunciation and intonation.

- C** Work with a partner. Describe your lifestyle. Talk about your daily routines, interests, and how you take care of your health. Use the expressions in blue above to help you.

Answers will vary.

I'm a morning person. I get up around seven every day to make breakfast.

I can't get up that early. I prefer doing my work in the afternoon.

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- ★ **CHALLENGE** Ask pairs to extend the analogy to the rest of the cells in the body. Elicit their ideas. The rest of the body clears its waste during the day while we are active, so this would be like a person who cleans their house daily, or right after making a mess, instead of waiting until the weekend.

SPEAKING

- A** Have students preview the question.

- ▶ **12.4** Play the audio. Have students do the exercise individually. Check answers as a class.

Ask some comprehension questions about the conversation:

How many hours should a person sleep? (seven to nine hours)

What are some ways mentioned to cope with stress? (exercise, reading something you like)

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

- B** Play the audio again. Ask students to practice the conversation, paying attention to the pronunciation and intonation. Play the audio again. Have students do the exercise individually. Then check the answers as a class.

- C** Give students time to think about their daily activities. Encourage them to write some short notes to refer to during their discussions. Model the examples. Elicit or explain the meaning of *morning person*.

- ➡ **EXTENSION ACTIVITY** Have students evaluate how healthy their partner's lifestyle is. Tell them to use the information that they heard in **Speaking C** to offer an evaluation and advice.

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

- ▶ **12.3** Play the video. Have students check answers in pairs. Ask students to raise their hands if the information they heard was new or surprising to them.

Elicit the expressions for additional information heard in the video (*who, which, when*).

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

- C CRITICAL THINKING** If necessary, play the video again before students discuss. Tell pairs to try to explain the analogy in their own words. The speaker says that if we don't get enough sleep every day, our brain will become "dirty" and "cluttered" with waste, just like if we didn't clean our house regularly.

12B

The importance of sleep

LESSON OVERVIEW

Aims: Understand an infographic about sleep; talk about imaginary situations; describe your ideal lifestyle

Infographic Summary: Five facts about sleep are presented, covering topics from how much you need at what age, to how quickly you should fall asleep, to catastrophes that have occurred due to sleep deprivation. The infographic will help students get informed and evaluate their own habits.

LANGUAGE FOCUS

A Read the question aloud. Note that answers will be personalized and not based on information in the infographic. Remind students of the term *morning person* from **Speaking C**.

Have students to look over the infographic. Have students show by raising their hands if they are most productive in the morning, the afternoon, the evening, or at night.

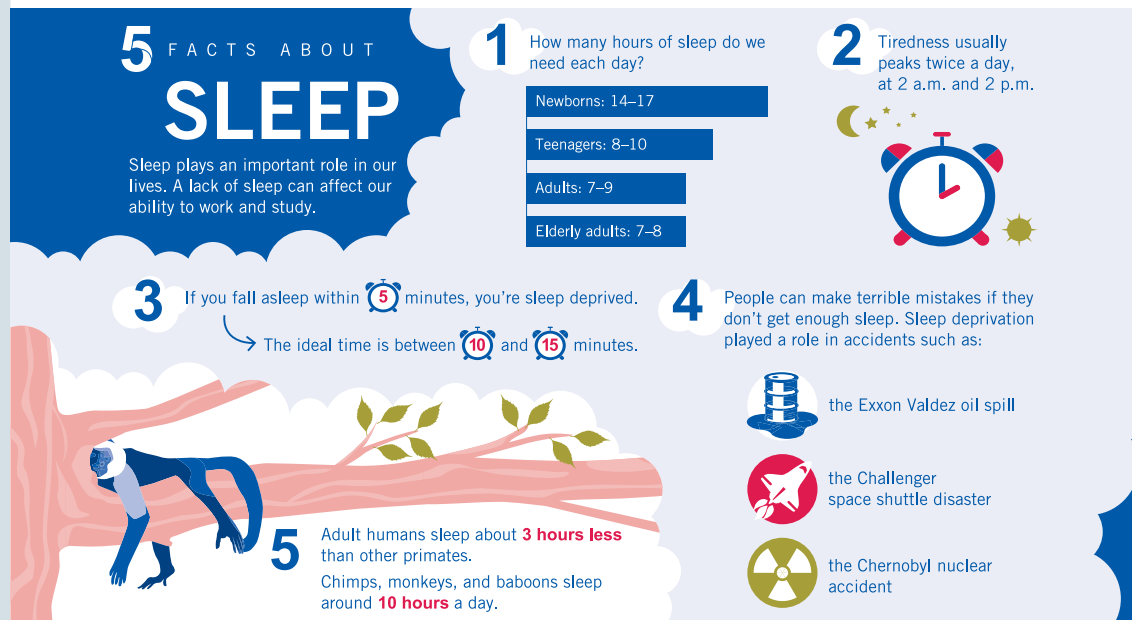
B Read the questions aloud.

▶ 12.5 Play the audio. Have students do the exercise individually. Tell students to use the information from the audio as well as any personal stories in their discussions about sleep deprivation. Remind students that they already discussed in **Warm Up** how they feel when they don't get enough sleep. Check answers as a class. Ask students to comment if they now think they should change their sleeping habits.

12B The importance of sleep

LANGUAGE FOCUS Discussing facts about sleep

A Read the information. What time of the day are you usually most productive?



B ▶ 12.5 Listen to the conversation. What happens when we don't get enough sleep? How can getting enough sleep keep us healthy? Discuss with a partner.

If we don't get enough sleep, our body won't be able to function properly. We might also gain weight. Getting enough sleep helps us learn and remember things better.

C ▶ 12.5 Listen to the conversation in **B** again. Complete the sentences from the conversation.

- 1 According to a study published in a medical journal, if you didn't sleep for 24 hours, you'd feel as if you were drunk.
- 2 If I didn't have to spend an hour commuting to work every day, I'd be able to get more sleep.
- 3 But also, if you don't sleep, you tend to feel hungrier. So you might gain weight.

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C ▶ 12.5 Play the audio again, pausing after each sentence so that students can fill in the blanks. Check answers as a class.

Elicit answers to more detailed questions about the audio. Ask:

When is the brain most active? (when we're asleep)

According to the speaker, if we didn't sleep for a few days, what would we be unable to do? (basic things such as having a conversation)

What is the brain preparing for while we sleep? (the next day)

D Complete the sentences using your own ideas. Then share your ideas with a partner. **Answers will vary.**

- If I had to give up one type of food, _____
_____.
- If I could be good at any sport, _____
_____.
- I'd be much more productive at school if _____
_____.



The Colorado State University climbing team at a practice session

Grammar Note

The second conditional is used to describe an imaginary situation that is impossible or unlikely to happen.

A second conditional sentence has an *if*-clause and a main clause. *If* is used with a verb in the simple past, while the main clause is a conditional clause with *would* + bare infinitive. Note that either clause can come first. The only difference is the use of a comma when the *if*-clause comes first. (*If I were rich, I'd have two houses* versus *I'd have two houses if I were rich.*)

SPEAKING Describing your ideal lifestyle

A Read and study the language in the chart. Pay attention to the use of **second conditional**.

Talking about imaginary situations

If I **had** more time after work, I'd **hang out** with my friends.

If his house **wasn't** so far from the office, he'd **bike** to work every day.

If I **were** you, I'd **get** advice from a fitness trainer.

If she **were** rich, she'd **travel** around the world.

If I **lived** by the sea, I'd **go** surfing every week.

If there **were** more hours in a day, what **would** you **do** with the time?

'd = would

For more information on the **second conditional**, see Grammar Summary 12 on page 159.

B Work with a partner. If you could plan your ideal lifestyle, what would it be like? Try to use **second conditional** and use the questions below to help you. **Answers will vary.**

Where would you live? _____

What would your job be? _____

How many hours would you work a day? _____

What would you eat or drink every day? _____

What activities would you do every day? _____

I'd live in a house by the river and go fishing every day.

I'd run a small art gallery and spend my time painting.

B Point out that students should answer according to what they want for their dream life. Give students enough time to read and answer the questions individually. Then have them work in pairs to share their answers. Encourage partners to ask each other follow-up questions.

★ **CHALLENGE** Have students write two more questions for their partners to answer.

➡ **EXTENSION ACTIVITY** Have pairs get into groups with other pairs. Then ask each partner to introduce each other to the other pair by talking about their ideal lifestyles. Tell students to use the information they gathered about their partner in **Speaking** and when appropriate, use reporting verbs or direct quotes.

D Have students work individually before sharing their sentences and discussing in pairs. Point out that students will all have different answers. Elicit some examples for each sentence to check answers.

SPEAKING

A Have students read over the language chart and pay attention to the verbs in blue. If necessary, explain *imaginary situation*.

Go over the meaning and use of language for talking about imaginary situations.

12C

How to succeed? Get more sleep

LESSON OVERVIEW

Aims: Watch and understand a talk about attitudes toward sleep; observe how speakers use humor

Target Vocabulary: brag, deprived, exhaustion, one-upmanship

TED Talk Summary: Media mogul and entrepreneur Arianna Huffington speaks about the mistaken attitude that less sleep is better for productivity. She talks about how men in the business commonly brag about how little sleep they get, and she points out how this may be the reason for some of the problems in the world. Speaking at TED Women, she addresses an audience of women directly to say that changing their attitudes about sleep will lead them to better ideas and better productivity, and eventually create a better world.

PREVIEWING

Have students read the paragraph about Huffington before reading the introduction to her ideas. Ask them to raise their hands if they've heard of *The Huffington Post*. Then ask them to raise their hands if they read the site.

Explain that the next paragraph goes into more detail about sleep issues and will provide background for the TED Talk.

Have students work individually to complete the activity. Check answers as a class, eliciting sample sentences for each vocabulary word. Encourage students to use the words to summarize what was said in the paragraph.

★ **CHALLENGE** Draw students' attention to the use of direct quotes in the paragraph. Ask for volunteers to paraphrase the quote using reported speech.

12C How to succeed? Get more sleep

TED TALKS

ARIANNA HUFFINGTON is the co-founder and editor-in-chief of the popular online news site *The Huffington Post*. She is also a columnist and an author of more than ten books. Since 2007, she has encouraged people and businesses to create a balance between work and other parts of life.

Arianna Huffington's idea worth spreading is that a good night's sleep can lead to increased productivity and happiness—and smarter decision-making.



PREVIEWING

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

Sleep is as important to our bodies as food and water. Being **deprived** of sleep can lead to negative consequences such as **exhaustion**. Yet people today are getting less sleep. Dr. Neil Kavey, director of the Sleep Disorder Center, believes our modern lifestyles may have resulted in a sleep deprivation **one-upmanship**. "Our society has valued people who **brag** about being able to function on very little sleep as a mark of someone who is aggressive, dynamic, successful," says Dr. Kavey. But he feels this isn't right. "Admire someone who puts focus on sleep and is not making mistakes (from sleep deprivation)," he suggests.

- | | |
|--|----------------------------------|
| 1 a state of extreme tiredness | _____ <u>exhaustion</u> _____ |
| 2 to speak in a boastful way | _____ <u>brag</u> _____ |
| 3 without something you need | _____ <u>deprived</u> _____ |
| 4 trying to get an advantage over others | _____ <u>one-upmanship</u> _____ |

VIEWING



A ▶ **12.6** Watch Part 1 of the TED Talk. Answer questions 1 to 3.

- Why does Arianna Huffington think that Type-A women are sleep-deprived?
 - They usually work better at night than in the day.
 - They tend to work too hard and sacrifice sleep.
 - They sometimes sacrifice sleep for leisure.
- What words best describe how she used to be before she learned about the importance of sleep?
 - tired, overworked
 - full of energy, cheerful
 - busy, happy

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VIEWING

A Have students preview the task. Point out that the question format is similar to comprehension questions on exams such as TOEFL and TOEIC. Note that the answer choices paraphrase what students heard in the video, which will require an understanding of overall meaning.

▶ **12.6** Play Part 1 of the TED Talk. Have students do the exercise individually. Check answers as a class.

Elicit a more detailed description of a Type-A person other than someone

who works hard and sacrifices sleep. Generally, people who are ambitious, aggressive, and competitive are considered Type-A.

Huffington knows that many of the people in her audience are likely to be Type-A, and might prioritize work over sleep, so she hopes to convince them otherwise.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *Type-A*, *faint*, *rediscover*, and *feminist*.

VOCABULARY IN CONTEXT

- 3 According to Arianna Huffington, what are the benefits of getting more sleep?
- a longer and more fulfilling life
 - a calmer and more peaceful life
 - c** a happier and more productive life



B ▶ **12.7** Watch Part 2 of the TED Talk. Check (✓) the main arguments that Arianna Huffington makes.

- Many people don't sleep enough because they think this makes them more productive.
- Lack of sleep is causing our leaders to make bad decisions.
- Studies show that women perform better at work because they get more rest than men.
- There are many leaders with high IQs but no innovative ideas.
- Technology can help us improve our quality of sleep.
- Getting enough sleep benefits both the individual and society.

C CRITICAL THINKING Answers will vary.

Inferring Work with a partner. Discuss these questions.

- Why does Arianna Huffington say that her idea can help unlock billions of big ideas?
- What does Huffington mean when she says, "the essence of leadership is being able to see the iceberg before it hits the *Titanic*"? What is she comparing the *Titanic* and the iceberg to?

Arianna Huffington is suggesting that ...

She feels that her idea can help people ...

VOCABULARY IN CONTEXT



A ▶ **12.8** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

1: c, 2: b, 3: a, 4: c

B Complete the sentences using the words in the box.

learning the hard way hyper-connected urged the big picture

- The fact that technology allows us to be hyper-connected has both advantages and disadvantages.
- Sometimes we become too focused on the everyday issues in our lives and fail to spend time looking at the big picture and planning ahead.
- For many years, medical experts have urged people to have healthier lifestyles.
- People who don't take care of their health may end up learning the hard way when they fall sick.

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B Have students preview the task.

▶ **12.7** Play Part 2 of the TED Talk. Have students do the exercise individually. Check answers as a class.

Have students work in pairs to paraphrase the story that Huffington tells and explain how it illustrates her points. Huffington is using the story to show how men especially think sleep deprivation is a sign of strength, but they are mistaken.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *brag*, *one-upmanship*,

Lehman Brothers, and *hyper-connected*.

C CRITICAL THINKING Read the questions aloud. Have students discuss in pairs before beginning a class discussion. For question 2, point out that Huffington is using an analogy. Tell students to explain its meaning in relation to business leadership. (She uses the story of the *Titanic* to communicate that business leaders need to be able to see problems before they arise.)

A ▶ **12.8** Play the video. If necessary, play it again.

B Have students work individually to complete the activity. Check answers as a class. Elicit or explain the meaning of each vocabulary word.

Language Note

Part 1

The term *Type-A* refers to a personality type that is ambitious and competitive.

The verb *faint* means to lose consciousness and is often used to describe the action of falling down as a result.

When someone *rediscovers* something, it means they find something that they forgot about or lost touch with. In Huffington's case, she had forgotten how important sleep was.

The adjective *feminist* refers to someone in support of women's equal rights.

Huffington describes sleep as a *feminist issue*, meaning she believes it can advance women's rights.

Part 2

To *brag* means to talk about yourself in a prideful way. The verb has a negative connotation.

The idea of *one-upmanship* refers to the need to make yourself sound better than others. To *one-up* someone means to have an advantage over them.

Lehman Brothers was a U.S. investment bank that declared bankruptcy during the global economic crisis of 2008.

To be *hyper-connected* means to be engaging in online activities all the time. The modifier *hyper-* is used to show that something is excessive.

PRESENTATION SKILLS

Read aloud the information on using humor. Note that humor can be challenging for non-native speakers, so often simple humor works best.

A Have students preview the task.

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

Ask students if they found Huffington's stories humorous or not. Note that if students don't know what Lehman Brothers is, they might not understand the second story. Point out that Huffington's speech was given in 2010, when the economic crisis that Lehman Brothers had a role in causing was still fresh in the mind of the audience. While clearly Lehman Brothers did not have only male employees, Huffington is saying that the mindset of the company, to keep pushing forward without taking time to look out for problems, might reflect on the competitive nature of some men. Her story about the *Titanic* had a similar point, but the Lehman Brothers reference brings it to modern times.

B **▶ 12.10** Play the video. Have students do the exercise individually. Check answers as a class.

Point out that it is common for TED speakers to tell humorous stories during their presentations. Ask students to share their ideas about why. Note that students have learned various skills for engaging the audience and humor is another one. Two of the humorous stories also have direct quotes, which is the presentation skill that students studied in Unit 11.

➔ EXTENSION ACTIVITY Have students work alone to write down the number of hours that they have slept each night over the last week. Then have students present their sleep schedules to a small group with an explanation about why they slept more one night or less another. Tell students to include one humorous comment or story about their sleep schedule. Then have groups offer each other advice on how to get more sleep. Finally, have groups comment on whether the humor that each member used was successful or not.

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PRESENTATION SKILLS Using humor

Sometimes, you can use humor as a way of connecting with your audience. Here are some points to note.

- Practice with someone. If the humor doesn't work, leave it out.
- Use humor carefully so that you don't offend your audience.
- Make sure that the joke illustrates the point you're making.



A **▶ 12.9** Watch part of Arianna Huffington's TED Talk. What point is she making with the jokes below? Choose the correct options.

- 1 a dinner with a man who had four hours of sleep
 - a People who get enough sleep are more fun to be with.
 - b People who don't get enough sleep become overly sensitive.
- 2 the collapse of the bank Lehman Brothers
 - a Getting enough sleep gives you the ability to think more creatively.
 - b Getting enough sleep helps you stay alert and focused.



B **▶ 12.10** Watch the excerpts from three other TED Talks. Why does the audience laugh in each case? Discuss with a partner. **Mark Bezos: What he says is different from his body language.** **Haas and Hahn: The speakers came up with an excuse for the missing kite.** **Richard Branson: Branson is a successful businessman, but he doesn't understand a basic business concept.**

A research center at Washington State University in the United States is studying how sleep deprivation affects work performance.



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12D Increasing productivity

COMMUNICATING Debate on work-life balance Answers will vary.

- A** Work in two groups. Your school wants to increase the productivity of its students, and two suggestions have been made (see page 134). **Group A:** You are in favor of suggestion A. **Group B:** You are in favor of suggestion B.
- B** In your group, brainstorm the advantages of your suggestion and the disadvantages of the other suggestion. Make notes in the chart below.

Advantages	Disadvantages

- C** Have a debate on the topic with another group. Take turns explaining how your group's suggestion is better.

Making arguments

The first point we'd like to raise is ... The other team claims that ...
To give an example of what we mean, ... It's important to note that ...

My group believes that we should reduce the amount of time we spend at school ...

Although the idea of a shorter school day sounds attractive, we think that ...

- D** As a class, vote to decide on the approach the school should take.



- D** Tell students that it's now time to decide if they have changed their minds or not. Ask students to consider everything that they heard and to choose the suggestion that they now think is better. Point out that they can change sides if they want to. Take a private vote by having students write which suggestion they support on a piece of paper. Then tally the votes and announce the winner to the class.

12D

Increasing productivity

LESSON OVERVIEW

Aims: Debate how to improve productivity at school; practice making arguments; talk about increasing productivity at school

COMMUNICATING

- A** Have students turn to page 134 of the Student's Book and read over the two suggestions. Divide students into two teams, one in favor of suggestion A and the other in favor of suggestion B.
- B** Tell groups to first talk about why they agree with their suggestions. Have each group member offer an advantage. Then have students turn to the other suggestion and brainstorm disadvantages.

Point out that groups can first make a concept map with ideas that they have brainstormed and then choose the best ideas to write in the chart. Review some useful expressions for talking about opinions: *I would say that ...; In my view, ...; I think the best/worst part is ...*

- C** Explain that teams are now going to share the points that they discussed with each other in a debate. Read the phrases in the **Making arguments** box aloud to introduce some language for presenting points in a debate. Explain that this is formal language. Tell groups that each member should offer a point in support of their suggestion or against the other suggestion. Let teams take turns debating back and forth.

GROUP WORK

Ask students if they need to improve their productivity at school. If yes, ask them to discuss what they should do in order to work more efficiently.

GROUP WORK Increasing productivity at school Answers will vary.

- A** Do you need to improve your productivity at school? Check (✓) the tips that you think can help you.

Tips		
1	Plan your school schedule.	
2	Find role models and try to emulate them.	
3	Do physical exercise.	
4	Work during your peak mental times.	
5	Stay busy.	
6	Work towards deadlines.	
7	Set a minimum time to work on a task.	
8	Break tasks into small steps and do them one at a time.	
9	Reward yourself after you have accomplished your goals.	

- B** Work in groups. Compare the tips you have checked in A and explain how you will apply them to improve your productivity at school. Below are some phrases that can help you.

I'd like to change my habit of...
I used to be distracted by...
Personally, I learn better in the morning/afternoon/evening, so I set aside that time to study.
...is an indispensable part of being productive because...
It's difficult to be productive if I don't...
I will be more motivated at school if...
...will help me to use my time effectively.
...will help me to be more efficient.

- C** Present your group's top three tips to the class and explain how they can help increase productivity at school.

Presentation 4 Recommending a way to achieve better work-life balance

MODEL PRESENTATION

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

productive	leave you with	satisfaction	career
recharge	according to	need to	had

Hi, everybody. I'm Paul. Thanks for being here this morning. Do you know what the World Health Organization has called the health epidemic of the 21st century? ¹ According to studies, it affects one in three workers globally and costs societies billions of dollars. It's stress. Today, I want to suggest a way of reducing stress.

It's a well-known fact that stress over a long period of time can cause health problems such as heart disease and obesity. With increasing demands in the workplace and at home, it's no wonder that many people are experiencing stress. I believe we all ² need to have greater work-life balance to counter stress. To do that, I'd like to propose the idea of a four-day workweek.

Think about it. First, if we all ³ had three days off, we would have more time to focus on leisure activities and even go on short trips. We'd have more time to ⁴ recharge and be with our family and friends. This helps strengthen our social relationships.

Research has shown that well-rested workers are more ⁵ productive and also better at problem solving. This increased job performance is likely to lead to greater overall job ⁶ satisfaction.

So, that's my suggestion to help people reduce their stress and lead happier, healthier lives. I'd like to ⁷ leave you with a quote by Hillary Clinton: "Don't confuse having a ⁸ career with having a life." Thank you.



B **P.4** Watch the presentation and check your answers.

C **P.4** Review the list of presentation skills from Units 1–12 below. Which does the speaker use? Check (✓) them as you watch again. Then compare with a partner.

The speaker ...

- | | | | |
|---|-------------------------------------|---|-------------------------------------|
| • helps the audience visualize by using visuals | <input type="checkbox"/> | • engages with the audience | <input checked="" type="checkbox"/> |
| • comments on visuals | <input type="checkbox"/> | • uses a story to personalize the message | <input type="checkbox"/> |
| • opens with an interesting fact | <input checked="" type="checkbox"/> | • uses signposting language | <input checked="" type="checkbox"/> |
| • asks the audience questions | <input type="checkbox"/> | • closes the loop | <input checked="" type="checkbox"/> |
| • ends with a hope for the future | <input type="checkbox"/> | • gives a demonstration | <input type="checkbox"/> |
| | | • quotes someone | <input checked="" type="checkbox"/> |
| | | • uses humor | <input type="checkbox"/> |

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C Have students preview the task.

P.4 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–9 and examples of each:

1. Helping the audience visualize
2. Commenting on visuals
3. Opening with interesting facts
4. Asking the audience questions
5. Ending with a hope for the future
6. Engaging with your audience
7. Using stories to personalize your message
8. Signposting
9. Closing the loop

Then elicit the presentation skills in Units 10–12:

10. Giving a demonstration
11. Quoting people
12. Using humor

Elicit the language that the speaker uses to quote Hillary Clinton. (*I'd like to leave you with a quote by Hillary Clinton ...*)

Elicit how any other presentation skills are used. Students should note that the speaker opens with an interesting fact by asking the audience a question, uses signposting (*Today, I want to suggest ...*), and closes the loop by going back to and summing up his suggestion at the end.

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**.

Giving a demonstration: *So, first of all, ...; And then ...; Next ...; Can you see ...?; As you can see, ...; Finally, ...*

Quoting people: This can make a story or example more interesting.

Using humor: Practice beforehand, use a joke that illustrates your point, and check that it isn't offensive.

Presentation 4

LESSON OVERVIEW

Aim: Students give a persuasive presentation about work-life balance 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? (*work-life balance*)
2. What idea does the speaker suggest? (*a four-day work week*)
3. Who does the speaker quote? (*Hillary Clinton*)
4. What is the purpose of the presentation? (*to persuade the audience*)

B **P.4** Play the video to check answers.

YOUR TURN

A Have students preview the task. Ask them to brainstorm some ideas first and then use the box to outline the points they want to talk about in their presentation. If necessary, let students look back at Unit 12 for a review of the topic of work-life balance.

Go back to the example presentation to elicit the presentation skills that are used. Students should note that the speaker opens by asking the audience a question, gives an interesting fact, uses signposting (*Today, I want to suggest ...*), and closes the loop by using the word *suggestion* at the end. Give students between five and ten minutes to write down and organize their ideas. Explain that they should give a short description of the problem, but mostly focus on their idea for a solution.

B Read the useful phrases aloud as students repeat. Give students more time to revise their notes and decide what language to use in their presentations.

Remind students that their goal is to give a convincing presentation in which their audience agrees with their suggestions. Encourage students to also include some humor in their presentations, if possible.

C Remind students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**. 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; Great presentation; That was interesting.*

YOUR TURN Answers will vary.

A You are going to plan and give a short persuasive presentation about a way to achieve a better work-life balance. Give your opinion and explain your reasons. Make notes in the chart below.

Suggestion for a better work-life balance
Reasons

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

Useful phrases	
Describing scenarios:	<i>If we could ..., it would ...</i>
	<i>Imagine if we were ...</i>
Supporting your argument:	<i>Studies suggest/show that ...</i>
	<i>According to research by ...</i>
Using a quote:	<i>As ... says, ...</i>
	<i>I'll leave you with a quote by ...</i>

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 ...	
• helps the audience visualize by using visuals	<input type="checkbox"/>
• comments on visuals	<input type="checkbox"/>
• opens with an interesting fact	<input type="checkbox"/>
• asks the audience questions	<input type="checkbox"/>
• ends with a hope for the future	<input type="checkbox"/>
• engages with the audience	<input type="checkbox"/>
• uses a story to personalize the message	<input type="checkbox"/>
• uses signposting language	<input type="checkbox"/>
• closes the loop	<input type="checkbox"/>
• gives a demonstration	<input type="checkbox"/>
• quotes someone	<input type="checkbox"/>
• uses humor	<input type="checkbox"/>

D Give your partner some feedback on their talk. Include at least two things you liked and one thing that could be improved.

That was a wonderful presentation. You were engaging and humorous. But you need to use clearer signposting language to organize your talk.

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Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example. (*You were really humorous, and I liked the quote you used*). Next, students should offer any points that need to be improved. (*I wish you could have given a demonstration, too*).

★ CHALLENGE Have group members give ideas for how others could either include a demonstration or use humor in their presentations.

Audio and Video Scripts

UNIT 1

1.1 The captain waved me over. He said, “Bezos, I need you to go into the house. I need you to go upstairs, past the fire, and I need you to get this woman a pair of shoes.”
[Laughter]

1.3 Peter, tell us how you became an artist.

Ever since I was young, I’ve dreamed of being an artist. I remember being kicked out of an art lesson once when I was six years old, because I couldn’t afford to pay the fees. I ran home crying, thinking that dreams didn’t come true for poor children like me. But I’ve learned that it’s important to work hard and to never give up.

What kind of projects do you work on?

I teach drawing to children who come from disadvantaged backgrounds. They’ve gone from drawing stickmen to drawing beautiful portraits. I also help children who’ve been through natural disasters. After the Japan tsunami in 2011, I traveled to different countries and met with local children who’d also experienced natural disasters. I got them to draw pictures to encourage the children in Japan, and then I sent the drawings to schools that were affected by the tsunami. I just wanted to help put a smile back on children’s faces. Every little thing we do can make a difference.

It sounds like your career as an artist has been very rewarding. What advice would you give young people about following their dreams?

Don’t wait to pursue your dreams. I always told my grandfather that I’ll become a great artist one day. But he passed away when I was 16. It was then I realized that time waits for no one.

1.5 [Speaker A is male; Speaker B is female]

A: Hey, guess what happened at the grocery store earlier.

B: What?

A: Well, I was standing in line, and there were a few people in front of me.

B: Yeah?

A: An elderly couple was at the front of the line, and they seemed to have problems paying.

B: They couldn’t find their money?

A: I think they didn’t have enough money to pay the bill.

B: So what happened?

A: A woman standing behind the couple asked the cashier to put the amount on her bill instead. She paid for their groceries.

B: Wow, that’s really nice!

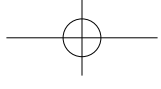
A: Yeah. The elderly couple was pretty surprised at first, and didn’t want to take her money. But the woman insisted, so they accepted her help.

1.6 There are lots of small things we can do to make a difference in people’s lives. In 2010, 12-year-old Blare Gooch was watching TV when he saw a news program about the Haiti earthquake. On it, a young boy was crying. Blare couldn’t stop thinking about what he had seen, and wanted to help in some way. He thought of an idea to collect teddy bears for the children in Haiti. He started a project called Blare’s Bears for Haiti. Through Facebook, he got many schools to donate bears. Blare managed to collect 25,000 bears for Haiti. “It doesn’t really matter how small or old you are,” he says. “If you’re young and think you can’t make a big difference in the world, well, you actually can.”

1.7 Back in New York, I am the head of development for a non-profit called Robin Hood. When I’m not fighting poverty, I’m fighting fires as the assistant captain of a volunteer fire company. Now in our town, where the volunteers supplement a highly skilled career staff, you have to get to the fire scene pretty early to get in on any action.

I remember my first fire. I was the second volunteer on the scene, so there was a pretty good chance I was going to get in. But still it was a real footrace against the other volunteers to get to the captain in charge to find out what our assignments would be. When I found the captain, he was having a very engaging conversation with the homeowner, who was surely having one of the worst days of her life. Here it was, the middle of the night, she was standing outside in the pouring rain, under an umbrella, in her pajamas, barefoot, while her house was in flames.

1.8 The other volunteer who had arrived just before me—let’s call him Lex Luthor—[Laughter] got to the captain first and was asked to go inside and save the homeowner’s dog. The dog! I was stunned with jealousy. Here was some lawyer or money manager who, for the rest of his life, gets to tell people that he went into a burning building to save a living creature, just because he beat me by five seconds. Well, I was next. The captain waved me over. He said, “Bezos, I need you to go into the house. I need you to go upstairs, past the fire, and I need you to get this woman a pair of shoes.” [Laughter] I swear. So, not exactly what I was hoping for, but off I went—up the stairs, down the hall, past the “real” firefighters, who were pretty much done putting out the fire at this point, into the master bedroom to get a pair of shoes.



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Now I know what you're thinking, but I'm no hero. [Laughter] I carried my payload back downstairs where I met my nemesis and the precious dog by the front door. We took our treasures outside to the homeowner, where, not surprisingly, his received much more attention than did mine. A few weeks later, the department received a letter from the homeowner thanking us for the valiant effort displayed in saving her home. The act of kindness she noted above all others: someone had even gotten her a pair of shoes. [Laughter]

1.9 In both my vocation at Robin Hood and my avocation as a volunteer firefighter, I am witness to acts of generosity and kindness on a monumental scale, but I'm also witness to acts of grace and courage on an individual basis. And you know what I've learned? They all matter. So as I look around this room at people who either have achieved, or are on their way to achieving, remarkable levels of success, I would offer this reminder: Don't wait. Don't wait until you make your first million to make a difference in somebody's life. If you have something to give, give it now. Serve food at a soup kitchen. Clean up a neighborhood park. Be a mentor.

Not every day is going to offer us a chance to save somebody's life, but every day offers us an opportunity to affect one. So get in the game. Save the shoes. Thank you.

UNIT 2

2.1 Now, here come two more people, and immediately after, three more people. Now we've got momentum. This is the tipping point. Now we've got a movement.

2.3 Tara, could you tell us a little about yourself and what you do?

I'm a "trend spotter"—that's someone who works to understand patterns in consumer behavior. So I keep track of new ideas or activities that are actually becoming popular, and then I use that information to help businesses develop new products and services.

So you mean you can identify trends?

Absolutely. First, I gather research data. I read magazines, articles, books, and blogs to see what's "hot" and what's not. I also meet with different people—I visit their homes, go shopping with them, and I've even eaten with their families! This helps me understand what motivates consumers. Then, I look for patterns in the data and I take note of similar ideas.

2.4 How important is trend spotting to companies today?

It's definitely important. Trend spotting is one of the ways that businesses today find out more about their customers and improve on their products. So through trend spotting, companies learn more about their competitors, customer preferences, and new forms of technology.

What kind of companies do you do trend spotting for?

I've done trend spotting for brands, technology departments, and even for start-ups. A previous project I worked on was for an international sports brand that was trying to enter China. My research involved looking at social media profiles of Chinese teenagers, where I noticed an interesting trend—Chinese teenagers change their online profiles often, and they like experimenting with different looks and styles. This information helped the brand understand its customers better and succeed in the Chinese youth market.

2.6 [Speaker A is male; Speaker B is female]

A: I want to get a smart bathroom scale. I think it'll help me lose weight.

B: How's it going to help?

A: A smart bathroom scale knows who the user is. It not only shows you your weight, but also things like the amount of fat in your body. Then it automatically sends the information to my smartphone through the Internet.

B: And how are you going to use that information?

A: Well, with this information on my phone or computer, I'll be able to monitor how much fat I'm losing. I can also view graphs or charts showing my weight over the past few months, so I'll get an idea of my progress and overall health.

B: That sounds useful. So you can set your health goals on the app and track how you're doing?

A: Yeah, I think it'll be useful for seeing what types of exercises are better for achieving my goals. For example, I can record the date that I started doing yoga, and I'll be able to track how well it's helping me lose weight.

B: OK, I'm going to get one, too!

2.7 In the twenty-first century, we have already seen three tech revolutions: the rise of broadband, mobile, and the birth of social media. Experts predict that over the next ten years, the next tech revolution is going to connect billions of devices to the Internet. This is called the Internet of Things—an entire network of devices that are able to "talk" to one another. With this technology, we will be able to create "smart" devices that we can use in our everyday lives. Daniel Burrus, a technology forecaster, believes that there are going to be many new and interesting ways we can use this technology. The Internet of Things is going to change the way we work, play, and sleep. Life will be very different by 2025.

2.8 So, ladies and gentlemen, at TED we talk a lot about leadership and how to make a movement. So let's watch a movement happen, start to finish, in under three minutes and dissect some lessons from it.

First, of course you know, a leader needs the guts to stand out and be ridiculed. But what he's doing is so easy to follow. So here's his first follower with a crucial role; he's going to show everyone else how to follow.

Now, notice that the leader embraces him as an equal. So,

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now it's not about the leader anymore; it's about them, plural. Now, there he is calling to his friends. Now, if you notice that the first follower is actually an underestimated form of leadership in itself. It takes guts to stand out like that. The first follower is what transforms a lone nut into a leader. [Laughter] [Applause]

2.9 And here comes a second follower. Now it's not a lone nut, it's not two nuts—three is a crowd, and a crowd is news. So a movement must be public. It's important to show not just the leader, but the followers, because you find that new followers emulate the followers, not the leader.

Now, here come two more people, and immediately after, three more people. Now we've got momentum. This is the tipping point. Now we've got a movement. So, notice that, as more people join in, it's less risky.

So those that were sitting on the fence before, now have no reason not to. They won't stand out, they won't be ridiculed, but they will be part of the in-crowd if they hurry. [Laughter] So, over the next minute, you'll see all of those that prefer to stick with the crowd because eventually they would be ridiculed for not joining in. And that's how you make a movement.

2.10 But let's recap some lessons from this. So first, if you are the type, like the shirtless dancing guy that is standing alone, remember the importance of nurturing your first few followers as equals so it's clearly about the movement, not you. OK, but we might have missed the real lesson here.

The biggest lesson, if you noticed—did you catch it?—is that leadership is over-glorified. That, yes, it was the shirtless guy who was first, and he'll get all the credit, but it was really the first follower that transformed the lone nut into a leader. So, as we're told that we should all be leaders, that would be really ineffective.

If you really care about starting a movement, have the courage to follow and show others how to follow. And when you find a lone nut doing something great, have the guts to be the first one to stand up and join in. And what a perfect place to do that, at TED. Thanks. [Applause]

UNIT 3

3.1 What's the fastest growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease. Every 67 seconds, someone in the United States is diagnosed with Alzheimer's. As the number of Alzheimer's patients triples by the year 2050, caring for them, as well as the rest of the aging population, will become an overwhelming societal challenge.

3.3 My name is Kate, and maintaining an active and healthy lifestyle is very important to me. I make sure I get enough sleep every night, and I try to have a balanced diet. Most importantly, I exercise regularly. I sometimes attend Pilates classes at the gym, but I prefer to exercise outdoors. Every weekend, I either go for an 8 kilometer run or a 30–40

kilometer bike ride.

I've been using an app on my iPhone for years to help track my runs. Apart from recording the number of calories I burn, the app also keeps track of how far I've run, the time taken, and the different routes and surfaces that I run along. This data is very important when I'm training for marathons or half-marathons. Running is a sport against yourself, so the app helps me stay disciplined.

For my bike rides, I use another app that tracks my current cycling pace, average pace, and routes. Cycling is a relatively new sport to me, so it's interesting to see how my stamina improves with each ride. And since I usually go cycling with friends who use the same app, being able to share and compare our cycling data makes it more fun.

3.5 [Speaker A is female, Speaker B is male]

A: Morning. Are you OK? You look a bit tired.

B: Oh, hi there. Well, I *am* tired. I had a terrible night's sleep because I kept waking up.

A: Sorry to hear that. Is that normal?

B: Yeah, it's been like that for a few months. I've tried going to bed at different times, but I always still feel tired the next day. I can't really focus in class sometimes as I'm so tired.

A: There are lots of health and fitness trackers available these days. Have you tried using one that tracks your sleep?

B: How would a sleep tracker help?

A: It monitors the quality of your sleep. Some trackers even measure air temperature, the amount of light and noise, and monitor how you breathe.

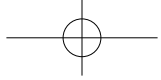
B: Really? But how is that going to help me sleep better?

A: Well, you'll get to know your sleep habits, so you can see what helps you sleep. For example, you might find that after exercise you're able to sleep better.

B: Hmm. I guess that could be useful.

3.6 Michael Lwin is a Burmese-American who moved back to Myanmar in 2012. When Lwin met his cousin Yar Zar Minn Htoo in Myanmar, he found out that his cousin had gotten hepatitis B—a serious disease—because a rural doctor had used dirty needles and infected Yar Zar Minn Htoo with the virus. Lwin and Yar Zar Minn Htoo wanted to improve people's access to healthcare in their country, so in 2012, they worked together to start Koe Koe Tech. They created Kyan Mar Yae—the country's first general health app—which sends personalized messages to users' phones. As more than 90 percent of the population in Myanmar use smartphones, this is an effective way to provide more people with access to healthcare information and advice. According to Lwin, this app will also benefit the women and children of Myanmar, as 70 percent of births take place outside a hospital.

3.7 What's the fastest growing threat to Americans' health?



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Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease. Every 67 seconds, someone in the United States is diagnosed with Alzheimer's. As the number of Alzheimer's patients triples by the year 2050, caring for them, as well as the rest of the aging population, will become an overwhelming societal challenge.

My family has experienced firsthand the struggles of caring for an Alzheimer's patient. Growing up in a family with three generations, I've always been very close to my grandfather. When I was four years old, my grandfather and I were walking in a park in Japan when he suddenly got lost. It was one of the scariest moments I've ever experienced in my life, and it was also the first instance that informed us that my grandfather had Alzheimer's disease. Over the past 12 years, his condition got worse and worse, and his wandering in particular caused my family a lot of stress. My aunt, his primary caregiver, really struggled to stay awake at night to keep an eye on him, and even then often failed to catch him leaving the bed. I became really concerned about my aunt's well-being as well as my grandfather's safety. I searched extensively for a solution that could help my family's problems, but couldn't find one.

3.8 Then, one night about two years ago, I was looking after my grandfather and I saw him stepping out of the bed. The moment his foot landed on the floor, I thought, why don't I put a pressure sensor on the heel of his foot? Once he stepped onto the floor and out of the bed, the pressure sensor would detect an increase in pressure caused by body weight and then wirelessly send an audible alert to the caregiver's smartphone. That way, my aunt could sleep much better at night without having to worry about my grandfather's wandering.

So now I'd like to perform a demonstration of this sock. Could I please have my sock model on the stage? Great. So once the patient steps onto the floor—[Ringing]—an alert is sent to the caregiver's smartphone.

Thank you. [Applause]

Thank you, sock model.

So this is a drawing of my preliminary design.

My desire to create a sensor-based technology perhaps stemmed from my lifelong love for sensors and technology. When I was six years old, an elderly family friend fell down in the bathroom and suffered severe injuries. I became concerned about my own grandparents and decided to invent a smart bathroom system. Motion sensors would be installed inside the tiles of bathroom floors to detect the falls of elderly patients whenever they fell down in the bathroom. Since I was only six years old at the time and I hadn't graduated from kindergarten yet, I didn't have the necessary resources and tools to translate my idea into reality, but nonetheless, my research experience really implanted in me a firm desire to use sensors to help the elderly people. I really believe that sensors can improve the quality of life of the elderly.

3.9 [. . .] I've tested the device on my grandfather for about a year now, and it's had a 100 percent success rate in detecting the over 900 known cases of his wandering. Last summer, I was able to beta test my device at several residential care facilities in California, and I'm currently incorporating the feedback to further improve the device into a marketable product. Testing the device on a number of patients made me realize that I needed to invent solutions for people who didn't want to wear socks to sleep at night. So sensor data, collected on a vast number of patients, can be useful for improving patient care and also leading to a cure for the disease, possibly. For example, I'm currently examining correlations between the frequency of a patient's nightly wandering and his or her daily activities and diet. One thing I'll never forget is when my device first caught my grandfather's wandering out of bed at night. At that moment, I was really struck by the power of technology to change lives for the better. People living happily and healthily—that's the world that I imagine.

Thank you very much.

[Applause]

UNIT 4

4.1 What do you think of when I say the word "design"? You probably think of things like this, finely crafted objects that you can hold in your hand, or maybe logos and posters and maps that visually explain things, classic icons of timeless design. But I'm not here to talk about that kind of design. I want to talk about the kind that you probably use every day and may not give much thought to, designs that change all the time and that live inside your pocket.

4.3 Carrie, could you tell us a little about what you do?

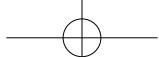
I'm the director of communications for an economic development organization in Virginia. I also create websites for clients as a freelancer, and I write about Web design and design trends for a number of sites like Design Shack, Webdesigner Depot, and The Next Web. I write a lot about how to create user experiences that feel great and natural.

What is user experience and why is it important?

User experience is how a person feels when using a website. It includes the physical aspects of the design and how the site works and functions. If the user experience is poor, users will leave the site for something else. But a good user experience engages and delights users. You know the experience is good if you keep coming back to a website or an app.

4.4 What are the most important things you focus on when designing a website?

Functionality, readability, and usability. These three things are vital when it comes to putting a website together. First, the website has to do something useful and functional. This typically means the design solves a problem for the user. The problem can be anything from finding a new pair of shoes to passing time with a fun game. Second,



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the content needs to be visually pleasing. The text must be easy to read and photos must be sharp. Finally, the website must be easy to use. The design has to do what the user expects in a way that makes sense.

4.6 [Speaker A is male; Speaker B is female]

- A:** We need to choose a restaurant for Naomi's birthday party.
- B:** Oh, yes. It's next Friday, isn't it? Where should we go? Any recommendations?
- A:** How about that new Italian restaurant on Brick Road? Have you been there yet?
- B:** No, but we can check the reviews online ... Here we go. Hmm good. Here, take a look. Nine out of ten.
- A:** Wow, all good reviews. But only five people have reviewed it so far. I wonder how accurate this information is.
- B:** Well, this website usually has pretty reliable reviews.
- A:** Maybe, but I still think it's better to go there ourselves and check it out. A few times I've been to restaurants that had good reviews, but they turned out to be disappointing.
- B:** Hmm ... I'm pretty sure it'll be fine. But OK, let's go check it out.

4.7 IT has become a lot more common for consumers to look for reviews online when making decisions on what to buy. It helps them and out what other people think of a restaurant or an item they have bought. According to a survey, consumers think that customer reviews are 12 times more trustworthy than the manufacturer's product description. The growing influence of online reviews means that businesses have to work hard to provide the best products to stay competitive. Online comparison sites also make it easier than before for consumers to compare prices. They can quickly find out if a business is charging them the same as others for a product or service.

4.8 What do you think of when I say the word "design"? You probably think of things like this: finely crafted objects that you can hold in your hand, or maybe logos and posters and maps that visually explain things, classic icons of timeless design. But I'm not here to talk about that kind of design. I want to talk about the kind that you probably use every day and may not give much thought to, designs that change all the time and that live inside your pocket. I'm talking about the design of digital experiences and specifically the design of systems that are so big that their scale can be hard to comprehend. Consider the fact that Google processes over one billion search queries every day, that every minute, over 100 hours of footage are uploaded to YouTube. That's more in a single day than all three major U.S. networks broadcast in the last five years combined. And Facebook transmitting the photos, messages, and stories of over 1.23 billion people. That's almost half of the Internet population, and a sixth of humanity.

These are some of the products that I've helped design over the course of my career, and their scale is so massive that they've produced unprecedented design challenges. But what is really hard about designing at scale is this: It's hard in part because it requires a combination of two things, audacity and humility—audacity to believe that the thing that you're making is something that the entire world wants and needs, and humility to understand that as a designer, it's not about you or your portfolio, it's about the people that you're designing for, and how your work just might help them live better lives. Now, unfortunately, there's no school that offers the course Designing for Humanity 101. I and the other designers who work on these kinds of products have had to kind of invent it as we go along, and we are teaching ourselves the emerging best practices of designing at scale, and today I'd like to share some of the things that we've learned over the years.

4.9 Now, the first thing that you need to know about designing at scale is that the little things really matter. Here's a really good example of how a very tiny design element can make a big impact. Now, the team at Facebook that manages the Facebook "Like" button decided that it needed to be redesigned. The button had kind of gotten out of sync with the evolution of our brand and it needed to be modernized. Now you might think, well, it's a tiny little button, it probably is a pretty straightforward, easy design assignment, but it wasn't. Turns out, there were all kinds of constraints for the design of this button. You had to work within specific height and width parameters. You had to be careful to make it work in a bunch of different languages, and be careful about using fancy gradients or borders because it has to degrade gracefully in old web browsers. The truth is, designing this tiny little button was a huge pain in the butt.

Now, this is the new version of the button, and the designer who led this project estimates that he spent over 280 hours redesigning this button over the course of months. Now, why would we spend so much time on something so small? It's because when you're designing at scale, there's no such thing as a small detail. This innocent little button is seen on average 22 billion times a day and on over 7.5 million websites. It's one of the single most viewed design elements ever created. Now that's a lot of pressure for a little button and the designer behind it, but with these kinds of products, you need to get even the tiny things right.

4.10 [. . .] Now, when you set a goal to design for the entire human race, and you start to engage in that goal in earnest, at some point you run into the walls of the bubble that you're living in. Now, in San Francisco, we get a little miffed when we hit a dead cell zone because we can't use our phones to navigate to the new hipster coffee shop. But what if you had to drive four hours to charge your phone because you had no reliable source of electricity? What if you had no access to public libraries? What if your country had no free press? What would these products

start to mean to you? This is what Google, YouTube, and Facebook look like to most of the world, and it's what they'll look like to most of the next five billion people to come online. Designing for low-end cell phones is not glamorous design work, but if you want to design for the whole world, you have to design for where people are, and not where you are.

So how do we keep this big, big picture in mind? We try to travel outside of our bubble to see, hear, and understand the people we're designing for. We use our products in non-English languages to make sure that they work just as well. And we try to use one of these phones from time to time to keep in touch with their reality.

So what does it mean to design at a global scale? It means difficult and sometimes exasperating work to try to improve and evolve products. Finding the audacity and the humility to do right by them can be pretty exhausting, and the humility part, it's a little tough on the design ego. Because these products are always changing, everything that I've designed in my career is pretty much gone, and everything that I will design will fade away. But here's what remains: the never-ending thrill of being a part of something that is so big, you can hardly get your head around it, and the promise that it just might change the world.

Thank you.

[Applause]

UNIT 5

5.1 This theater is built on Copacabana, which is the most famous beach in the world, but 25 kilometers away from here in the North Zone of Rio lies a community called Vila Cruzeiro, and roughly 60,000 people live there. Now, the people here in Rio mostly know Vila Cruzeiro from the news, and unfortunately, news from Vila Cruzeiro often is not good news.

5.3 Martín, could you tell us about the Mi Parque Foundation and what it aims to do?

Basically, the foundation aims to improve the lives of poor families in Chile by creating more green parks and spaces. Most of the public spaces in poor neighborhoods in Chile are dirty and ugly. Many poor families don't have access to beautiful green parks where they can spend time with their loved ones or be outside in nature. That's why we named the foundation "Mi Parque," which means "My Park" in English.

5.4 Why do you believe it's so important to increase access to green spaces?

Apart from the environmental benefit, I firmly believe that having more parks and green spaces in a neighborhood gives local residents a sense of pride and belonging. The neighborhood will look prettier, and people will want to spend more time outdoors. As neighbors spend more time together in these parks, there'll be more opportunities for community building. We try to educate the public about

this through social media, public campaigns, workshops, and other events.

Is community building important to your foundation?

Absolutely. We involve the local community through all the stages of the project, from design and construction to maintenance. Generally, for each project, we try to get funds from a private company. Then, once we've secured the funding, we start the design process with the local families, keeping in mind their needs and concerns. After that, we rely on volunteers from the local community and the private company to carry out construction and maintenance. We want to empower local communities to take ownership of these green spaces. Our studies have shown that when we involve local volunteers in the project, they become more motivated to take care of their neighborhood and create a better place to live.

5.6 [Speaker A is male; Speaker B is female]

A: Welcome back! How was your trip to Malaysia? Where did you go?

B: It was short but sweet. I visited Malacca. Have you been there?

A: Yeah, but that was a really long time ago.

B: Do you remember the river?

A: Er, not much. But I remember it was lined with all these old buildings that were falling apart.

B: Right. But you wouldn't recognize it now. It's been completely transformed.

A: Really?

B: Yeah. It's all been cleaned up. All the old buildings have been turned into cool little shops and restaurants.

A: Oh yeah?

B: And the buildings are brightly painted with murals that show Malacca's history and culture. They can be seen all along the river. A cruise takes you down the river, so you can see them all.

A: You took a cruise?

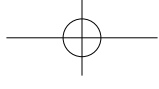
B: Yeah. It's beautiful at night when it's all lit up.

A: Hmm. I should go back someday to check it out.

B: Yeah, it's definitely worth another visit.

5.7 Cheonggyecheon is a stream that flows through the middle of Seoul. But the 11-kilometer stream is very different from how it looked before—it has been transformed completely. Previously, the stream was covered by a large freeway. Then in 2003, the city government started a huge project to restore it. The highway was removed, the stream was cleaned up, and the whole area was made into a park. Now, it is used by locals and tourists to relax and enjoy some greenery in the middle of the city.

5.8 Dre Urhahn: This theater is built on Copacabana, which is the most famous beach in the world. But 25 kilometers



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away from here in the North Zone of Rio lies a community called Vila Cruzeiro, and roughly 60,000 people live there. Now, the people here in Rio mostly know Vila Cruzeiro from the news, and unfortunately, news from Vila Cruzeiro often is not good news. But Vila Cruzeiro is also the place where our story begins.

Jeroen Koolhaas: Ten years ago, we first came to Rio to shoot a documentary about life in the favelas. Now, we learned that favelas are informal communities. They emerged over the years when immigrants from the countryside came to the cities looking for work, like cities within the cities, known for problems with crime, poverty, and the violent drug war between police and the drug gangs. So what struck us was that these were communities that the people who lived there had built with their own hands, without a master plan and like a giant work in progress. Where we're from, in Holland, everything is planned. We even have rules for how to follow the rules. [Laughter]

DU: So the last day of filming, we ended up in Vila Cruzeiro, and we were sitting down and we had a drink, and we were overlooking this hill with all these houses, and most of these houses looked unfinished, and they had walls of bare brick, but we saw some of these houses that were plastered and painted, and suddenly we had this idea: What would it look like if all these houses would be plastered and painted? And then we imagined one big design, one big work of art. Who would expect something like that in a place like this? So we thought, would that even be possible?

5.9 [. . .] JK: We had a friend. He ran an NGO in Vila Cruzeiro. His name was Nanko, and he also liked the idea. He said, "You know, everybody here would pretty much love to have their houses plastered and painted. It's when a house is finished." So he introduced us to the right people, and Vitor and Maurinho became our crew. We picked three houses in the center of the community and we start here. We made a few designs, and everybody liked this design of a boy flying a kite the best. So we started painting, and the first thing we did was to paint everything blue, and we thought that looked already pretty good. But they hated it. The people who lived there really hated it. They said, "What did you do? You painted our house in exactly the same color as the police station." [Laughter] In a favela, that is not a good thing. Also the same color as the prison cell. So we quickly went ahead and we painted the boy, and then we thought we were finished, we were really happy, but still, it wasn't good because the little kids started coming up to us, and they said, "You know, there's a boy flying the kite, but where is his kite?" We said, "Uh, it's art. You know, you have to imagine the kite." [Laughter] And they said, "No, no, no, we want to see the kite." So we quickly installed a kite way up high on the hill, so that you could see the boy flying the kite and you could actually see a kite. So the local news started writing about it, which was great, and then even *The Guardian* wrote about it: "Notorious slum becomes open-air gallery."

5.10 [. . .] DU: So then we received an unexpected phone call from the Philadelphia Mural Arts Program, and they had this question if this idea, our approach, if this would actually work in North Philly, which is one of the poorest neighborhoods in the United States. So we immediately said yes. We had no idea how, but it seemed like a very interesting challenge, so we did exactly the same as we did in Rio, and we moved into the neighborhood and started barbecuing. [Laughter] So the project took almost two years to complete, and we made individual designs for every single house on the avenue that we painted, and we made these designs together with the local store owners, the building owners, and a team of about a dozen young men and women. They were hired, and then they were trained as painters, and together they transformed their own neighborhood, the whole street, into a giant patchwork of color. [Applause] And at the end, the city of Philadelphia thanked every single one of them and gave them like a merit for their accomplishment.

[. . .] DU: So while this is happening, we are bringing this idea all over the world. So, like the project we did in Philadelphia, we are also invited to do workshops, for instance in Curaçao, and right now we're planning a huge project in Haiti.

JK: So the favela was not only the place where this idea started. It was also the place that made it possible to work without a master plan, because these communities are informal—this was the inspiration—and in a communal effort, together with the people, you can almost work like in an orchestra, where you have a hundred instruments playing together to create a symphony.

DU: So we want to thank everybody who wanted to become part of this dream and supported us along the way, and we are looking at continuing.

JK: Yeah. And so one day pretty soon, when the colors start going up on these walls, we hope more people will join us, and, you know, join this big dream, and so that maybe one day, the whole of Vila Cruzeiro will be painted.

DU: Thank you.

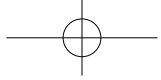
[Applause]

UNIT 6

6.1 We desperately need great communication from our scientists and engineers in order to change the world. Our scientists and engineers are the ones that are tackling our grandest challenges, from energy to environment to health care, among others, and if we don't know about it and understand it, then the work isn't done, and I believe it's our responsibility as non-scientists to have these interactions.

6.2 Neil, who do you usually present to? What kinds of presentations do you give?

I present to all kinds of teachers—elementary school teachers, secondary school teachers, teachers in intensive English programs, teachers of adult learners, new



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teachers, and experienced teachers. I usually talk about language teaching and leadership development.

How do you plan and prepare for your presentations?

Before the presentation, I find out as much as I can about my audience. Sometimes, I send a survey to the teachers who are coming to my presentation to learn about their concerns and what they would like to see.

I make sure I am up to date in my knowledge of my presentation topic, and I also prepare a list of useful websites and books. This list allows the teachers to explore other ideas after the presentation.

I usually create slides for my presentation. And in my slides, I try to include photos so that it's easier for the audience to follow my presentation.

What's your presentation style?

I always begin my presentation with a challenge. For example, identifying one idea from my presentation that they are going to use within the next week. I do this so that my audience isn't just sitting and listening, but actively thinking about my presentation topic.

I also like to get my audience to work in groups. It gives audience members a chance to discuss the ideas that I'm sharing. Often, they come up with ideas that allow all of us to learn.

6.4 [Jon is male; Mel is female]

Jon: Mel, have you been in touch with Rita recently?

Mel: Hey, Jon. No, why?

Jon: I have to present to a client next week and I want her to check some information I have. But I can't get hold of her.

Mel: Have you tried calling her?

Jon: I texted her a few times this morning.

Mel: Why don't you give her a call?

Jon: I did—last night—but got her voicemail. She's always busy. Anyway, she should have the texts I sent.

Mel: I would call again. It's much quicker. Texting never works for me. I much prefer to speak to people. And there's no misunderstanding when you speak to someone directly.

Jon: Yeah, maybe, but you can read and reply to texts any time. I usually avoid calling because people are always busy and they never answer. A text allows you to reply when it's convenient.

Mel: Hmm. I guess I'm just old-fashioned. People just seem to ignore texts. If I really need someone, I call them. Just try giving her a call.

Jon: OK. I guess you're right. I'll try later.

6.5 Many people worry that texting will make people forget how to write well. This isn't a new concern. Throughout history,

people have always complained about young people using incorrect grammar. In fact, more than 2,000 years ago, there were already complaints about people using bad Latin! Some language experts believe that texting is actually a new kind of language—it allows us to write more like the way we speak.

6.6 Five years ago, I experienced a bit of what it must have been like to be Alice in Wonderland. Penn State asked me, a communications teacher, to teach a communications class for engineering students. And I was scared. [Laughter] Really scared. Scared of these students with their big brains and their big books and their big, unfamiliar words. But as these conversations unfolded, I experienced what Alice must have when she went down that rabbit hole and saw that door to a whole new world. That's just how I felt as I had those conversations with the students. I was amazed at the ideas that they had, and I wanted others to experience this wonderland as well. And I believe the key to opening that door is great communication.

We desperately need great communication from our scientists and engineers in order to change the world. Our scientists and engineers are the ones that are tackling our grandest challenges, from energy to environment to health care, among others, and if we don't know about it and understand it, then the work isn't done, and I believe it's our responsibility as non-scientists to have these interactions. But these great conversations can't occur if our scientists and engineers don't invite us in to see their wonderland. So scientists and engineers, please, talk nerdy to us.

6.7 I want to share a few keys on how you can do that to make sure that we can see that your science is sexy and that your engineering is engaging. First question to answer for us: So what? Tell us why your science is relevant to us. Don't just tell me that you study trabeculae, but tell me that you study trabeculae, which is the mesh-like structure of our bones because it's important to understanding and treating osteoporosis.

And when you're describing your science, beware of jargon. Jargon is a barrier to our understanding of your ideas. Sure, you can say "spatial and temporal," but why not just say "space and time," which is so much more accessible to us? And making your ideas accessible is not the same as dumbing it down. Instead, as Einstein said, make everything as simple as possible, but no simpler. You can clearly communicate your science without compromising the ideas. A few things to consider are having examples, stories, and analogies. Those are ways to engage and excite us about your content. And when presenting your work, drop the bullet points. Have you ever wondered why they're called bullet points? [Laughter] What do bullets do? Bullets kill, and they will kill your presentation. A slide like this is not only boring, but it relies too much on the language area of our brain, and causes us to become overwhelmed. Instead, this example slide by Genevieve Brown is much more effective. It's showing that

the special structure of trabeculae are so strong that they actually inspired the unique design of the Eiffel Tower. And the trick here is to use a single, readable sentence that the audience can key into if they get a bit lost, and then provide visuals which appeal to our other senses and create a deeper sense of understanding of what's being described.

- 6.8** So I think these are just a few keys that can help the rest of us to open that door and see the wonderland that is science and engineering. And because the engineers that I've worked with have taught me to become really in touch with my inner nerd, I want to summarize with an equation. [Laughter] Take your science, subtract your bullet points and your jargon, divide by relevance, meaning share what's relevant to the audience, and multiply it by the passion that you have for this incredible work that you're doing, and that is going to equal incredible interactions that are full of understanding. And so, scientists and engineers, when you've solved this equation, by all means, talk nerdy to me. [Laughter] Thank you. [Applause]

UNIT 7

- 7.1** Where do you come from? It's such a simple question, but these days, of course, simple questions bring ever more complicated answers.

People are always asking me where I come from, and they're expecting me to say India, and they're absolutely right, insofar as 100 percent of my blood and ancestry does come from India. Except, I've never lived one day of my life there.

- 7.3** I'm Janice. My parents are from Madeira, Portugal, but I was born in a small mining town in South Africa. When I was 24, I moved to Portugal, and that's where I met my husband, Martin, who's from the U.K. In 2001, Martin got a job in Hong Kong, so we moved there after we got married. Both my children, Bella and Zach, were born there. Then in 2009, we moved to Australia. Now I live with my kids here in Singapore.

- 7.4** To me, my home is where I live at that moment. I've found it easier and quicker to adjust to my new country this way. I encourage my children to do the same—you know, to enjoy and discover the best of the place we live in at that moment.

I love that my family is very open-minded to all people and that we're always interested in learning about other cultures. My children have been learning Mandarin from a very young age, and have friends from very different backgrounds.

At the same time, I want my children to know where their family comes from. So we often travel to South Africa, Portugal, and the U.K. to visit family.

- 7.6** [Speaker A is female; Speaker B is male]

A: Hey, you know Nick, right? My colleague at work.

B: Yeah, why?

A: He's leaving. He's moving to France next month.

B: Really? I thought he was pretty settled here.

A: Well, his wife got a job offer. She's half French, and her parents are living in France now. So they think it's better to move there.

B: I see. You know, my sister's thinking of leaving her job, too. She's been working in her current company for five years.

A: Is she going to study?

B: Yeah. She wants to go somewhere new and learn new stuff.

A: Seems like everyone is leaving for one reason or another. What about you?

B: Me? Er, I don't think I want to move to another country. I've lived here all my life, and I don't think I could get used to living somewhere else!

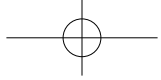
- 7.8** Where do you come from? It's such a simple question, but these days, of course, simple questions bring ever more complicated answers.

People are always asking me where I come from, and they're expecting me to say India, and they're absolutely right, insofar as 100 percent of my blood and ancestry does come from India. Except, I've never lived one day of my life there. I can't speak even one word of its more than 22,000 dialects. So I don't think I've really earned the right to call myself an Indian. And if "Where do you come from?" means "Where were you born and raised and educated?" then I'm entirely of that funny little country known as England, except I left England as soon as I completed my undergraduate education, and all the time I was growing up, I was the only kid in all my classes who didn't begin to look like the classic English heroes represented in our textbooks. And if "Where do you come from?" means "Where do you pay your taxes? Where do you see your doctor and your dentist?" then I'm very much of the United States, and I have been for 48 years now, since I was a really small child. Except, for many of those years, I've had to carry around this funny little pink card with green lines running through my face identifying me as a permanent alien. I do actually feel more alien the longer I live there.

[Laughter]

And if "Where do you come from?" means "Which place goes deepest inside you and where do you try to spend most of your time?" then I'm Japanese, because I've been living as much as I can for the last 25 years in Japan. Except, all of those years I've been there on a tourist visa, and I'm fairly sure not many Japanese would want to consider me one of them.

- 7.9** [. . .] And for more and more of us, home has really less to do with a piece of soil than, you could say, with a piece of soul. If somebody suddenly asks me, "Where's your



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home?" I think about my sweetheart or my closest friends or the songs that travel with me wherever I happen to be.

[. . .] The number of people living in countries not their own now comes to 220 million, and that's an almost unimaginable number, but it means that if you took the whole population of Canada and the whole population of Australia and then the whole population of Australia again and the whole population of Canada again and doubled that number, you would still have fewer people than belong to this great floating tribe. And the number of us who live outside the old nation-state categories is increasing so quickly, by 64 million just in the last 12 years, that soon there will be more of us than there are Americans. Already, we represent the fifth-largest nation on Earth. And in fact, in Canada's largest city, Toronto, the average resident today is what used to be called a foreigner, somebody born in a very different country.

7.10 [. . .] Many of the people living in countries not their own are refugees who never wanted to leave home and ache to go back home. But for the fortunate among us, I think the age of movement brings exhilarating new possibilities. Certainly when I'm traveling, especially to the major cities of the world, the typical person I meet today will be, let's say, a half-Korean, half-German young woman living in Paris. And as soon as she meets a half-Thai, half-Canadian young guy from Edinburgh, she recognizes him as kin. She realizes that she probably has much more in common with him than with anybody entirely of Korea or entirely of Germany. So they become friends. They fall in love. They move to New York City. [Laughter] Or Edinburgh. And the little girl who arises out of their union will of course be not Korean or German or French or Thai or Scotch or Canadian or even American, but a wonderful and constantly evolving mix of all those places. And potentially, everything about the way that young woman dreams about the world, writes about the world, thinks about the world, could be something different, because it comes out of this almost unprecedented blend of cultures. Where you come from now is much less important than where you're going. More and more of us are rooted in the future or the present tense as much as in the past. And home, we know, is not just the place where you happen to be born. It's the place where you become yourself.

UNIT 8

8.1 Today I'm going to show you an electric vehicle that weighs less than a bicycle, that you can carry with you anywhere, that you can charge off a normal wall outlet in 15 minutes, and you can run it for 1,000 kilometers on about a dollar of electricity.

8.2 Cyril Burguiere lives in Portland in the United States. Most of the people in the city drive or take public transportation to work, but Burguiere's daily commute is special—he travels down a river on a board!

Burguiere is passionate about stand up paddle boarding, also known as SUP. He was looking for a way to spend

more time practicing the sport, so he decided that it would be a great idea to commute by SUP. Every morning, Burguiere walks to the Willamette River near his house. By 7 a.m., he's all ready to begin his journey down the river. He has to paddle about four kilometers to get to his office in the downtown area.

Burguiere enjoys his commute very much. He loves that he's able to exercise every morning. It has helped him train for SUP competitions. He also enjoys being surrounded by nature and wildlife. He gets to observe different kinds of birds. Once, he even came close to a sea lion!

Although there were times when Burguiere had to paddle through snowstorms or rain, he believes that it's part of the fun of his commute. Burguiere hopes that his unusual commute can inspire his children to do something interesting and different.

8.4 [Speaker A is female; Speaker B is male]

A: Have you ever thought about traveling to space?

B: Not really. Why?

A: I read that by 2030, people will probably be able to take their vacations in space.

B: Space tourists? Cool!

A: Yeah. Virgin Galactic and a few other companies are already working on it. Would you like to go into space if you had the chance—and the money?

B: Oh yeah, I'd love to, but I guess it'll be pretty risky, right?

A: I think so. But they will be doing test flights for the next few years. I guess they won't begin to sell tickets till it's safe.

B: It must be amazing to look down on Earth. Imagine the views.

A: Absolutely. And floating in space would be incredible, too.

B: Yeah. But I'm sure tickets won't be cheap.

A: Yeah. It's going to cost at least \$250,000.

B: Well, maybe it'll get cheaper—you know, when it becomes popular.

A: Yeah. One day, we all might be able to go into space on day trips!

8.5 Companies and college students are testing ways to move people between cities by shooting them through giant tubes. This sounds like a concept from a sci-fi movie, but if the Hyperloop is built, people will be able to travel from Los Angeles to San Francisco (about 600 kilometers) in half an hour. There's also a possibility that it might be cheaper than rail travel. A group of students at the Massachusetts Institute of Technology (MIT) is attempting to build the Hyperloop. John Mayo, project manager of the MIT Hyperloop Team, believes that some kind of Hyperloop—whether for transporting goods or passengers—will be a reality someday. He thinks engineers can figure out how to make it work. The real

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challenge, he says, will be whether it can be built cheaply enough and get government approval.

8.6 Today I'm going to show you an electric vehicle that weighs less than a bicycle, that you can carry with you anywhere, that you can charge off a normal wall outlet in 15 minutes, and you can run it for 1,000 kilometers on about a dollar of electricity. But when I say the word electric vehicle, people think about vehicles. They think about cars and motorcycles and bicycles, and the vehicles that you use every day. But if you come about it from a different perspective, you can create some more interesting, more novel concepts. So we built something. I've got some of the pieces in my pocket here. So this is the motor. This motor has enough power to take you up the hills of San Francisco at about 20 miles per hour, about 30 kilometers an hour, and this battery, this battery right here has about 6 miles of range, or 10 kilometers, which is enough to cover about half of the car trips in the U.S. alone. But the best part about these components is that we bought them at a toy store. These are from remote control airplanes. And the performance of these things has gotten so good that if you think about vehicles a little bit differently, you can really change things.

So today we're going to show you one example of how you can use this. Pay attention to not only how fun this thing is, but also how the portability that comes with this can totally change the way you interact with a city like San Francisco.

8.7 [Music] [6 Mile Range] [Top Speed Near 20mph] [Uphill Climbing] [Regenerative Braking] [Applause] [Cheers]

So we'll show you what this thing can do. It's really maneuverable. You have a hand-held remote, so you can pretty easily control acceleration, braking, go in reverse if you'd like, also have braking. It's incredible just how light this thing is. I mean, this is something you can pick up and carry with you anywhere you go.

So I'll leave you with one of the most compelling facts about this technology and these kinds of vehicles. This uses 20 times less energy for every mile or kilometer that you travel than a car, which means not only is this thing fast to charge and really cheap to build, but it also reduces the footprint of your energy use in terms of your transportation. So instead of looking at large amounts of energy needed for each person in this room to get around in a city, now you can look at much smaller amounts and more sustainable transportation.

So next time you think about a vehicle, I hope, like us, you're thinking about something new.

Thank you.
[Applause]

UNIT 9

9.1 A couple of weeks ago, I was at a dinner party and the

man to my right started telling me about all the ways that the Internet is degrading the English language. He brought up Facebook, and he said, "To defriend? I mean, is that even a real word?"

I want to pause on that question: What makes a word real? My dinner companion and I both know what the verb "defriend" means, so when does a new word like "defriend" become real? Who has the authority to make those kinds of official decisions about words, anyway?

9.3 Dr. Browne, could you tell us a bit about what you do?

I'm a corpus linguist, which means I use computers to study how people use language.

I'm interested in online learning and my focus is to make it easier for people to learn and teach English.

I've created many apps, tools, and websites that help people to learn high-frequency vocabulary words—words that people use most often—or improve their reading and listening skills.

Why is learning vocabulary so important for English learners?

Vocabulary are the essential building blocks of language.

Although there are many words in English, we don't really need to know so many words to get by. In fact, an average college-educated native speaker of English only knows about 30,000 words, or about 5 percent of the English language. Unfortunately, most non-native speakers know far fewer than this. For example, in Japan, the average student knows only about 2,300 words.

To help address this problem, I created a list of core, high-frequency words for the English language learner. The New General Service List (or NGSL) contains 2,800 words, which represents less than 0.05 percent of the English language.

This word list, however, allows learners to understand about 92 percent of English words that appear in everyday life.

9.4 Do you think learning slang can help students learn English?

Generally speaking, yes.

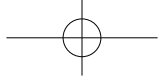
Slang often appears in books and movies, so knowing some of the most common slang expressions can help increase students' learning opportunities.

Knowing slang may also help them learn how to communicate with each other in informal situations.

However, I feel that students should first learn the core words in English, such as those in the NGSL, before learning slang. If they do that, they will more quickly reach the level where they can understand English without the help of a dictionary or a teacher.

9.6 [Speaker A is female; Speaker B is male]

A: Hey, did you know that the Word of the Year in 2015



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wasn't even a word? It was an emoji.

B: An emoji? How come they chose that?

A: Apparently in that year there were a lot more people using emojis to communicate. Guess what the most popular one was?

B: The smiley?

A: Nope. The tears of joy one. That's the one they chose. Do you know it?

B: Oh yeah, I do. I use it sometimes.

A: Me, too. I didn't use to include emojis at all in my texts, but I've realized how creative I could be with them! It's much simpler to use an emoji than to describe how I feel—like if I'm laughing so hard that I'm crying.

B: Yeah, you're right. And also when you want to make sure people realize you're joking. It's so easy to misunderstand text messages. I used to send serious replies to my friend, and then find out later that he was just joking!

A: Yeah. I don't think emojis used to be that common. But now they're definitely an important feature of mobile and online communication.

B: Facebook has even expanded its "Like" button to include a few emojis. They say this helps people to better express themselves!

9.7 Before the fifth century, people living in Britain didn't use to speak English. They spoke a Celtic language. Then, 1,500 years ago, people from what is now modern Germany and Denmark invaded. The languages these people spoke developed into Old English. In the 11th century, England was invaded again—this time by people from an area that's now part of France. For the next few hundred years, rich and important people spoke French, while the poor communicated in Old English. The language continued to change: Thousands of French words were added, pronunciations that didn't use to exist became common, and about 400 years ago, modern English was born.

9.8 [. . .] A couple of weeks ago, I was at a dinner party and the man to my right started telling me about all the ways that the Internet is degrading the English language. He brought up Facebook, and he said, "To defriend? I mean, is that even a real word?" I want to pause on that question: What makes a word real? My dinner companion and I both know what the verb "defriend" means, so when does a new word like "defriend" become real? Who has the authority to make those kinds of official decisions about words, anyway? Those are the questions I want to talk about today.

I think most people, when they say a word isn't real, what they mean is, it doesn't appear in a standard dictionary. That, of course, raises a host of other questions, including, who writes dictionaries?

[. . .] Even the most critical people out there tend not to be very critical about dictionaries, not distinguishing among them and not asking a whole lot of questions about who

edited them. Just think about the phrase "Look it up in the dictionary," which suggests that all dictionaries are exactly the same.

9.9 [. . .] Here's the thing: If you ask dictionary editors, what they'll tell you is they're just trying to keep up with us as we change the language. They're watching what we say and what we write and trying to figure out what's going to stick and what's not going to stick. They have to gamble, because they want to appear cutting edge and catch the words that are going to make it, such as LOL, but they don't want to appear faddish and include the words that aren't going to make it, and I think a word that they're watching right now is YOLO, you only live once.

Now I get to hang out with dictionary editors, and you might be surprised by one of the places where we hang out. Every January, we go to the American Dialect Society annual meeting, where among other things, we vote on the word of the year.

[. . .] Now, a few weeks before our vote, Lake Superior State University issues its list of banished words for the year. What is striking about this is that there's actually often quite a lot of overlap between their list and the list that we are considering for words of the year, and this is because we're noticing the same thing. We're noticing words that are coming into prominence. It's really a question of attitude. Are you bothered by language fads and language change, or do you find it fun, interesting, something worthy of study as part of a living language?

9.10 [. . .] In retrospect, we think it's fascinating that the word "nice" used to mean silly, and that the word "decimate" used to mean to kill one in every ten. [Laughter] We think that Ben Franklin was being silly to worry about "notice" as a verb. Well, you know what? We're going to look pretty silly in a hundred years for worrying about "impact" as a verb and "invite" as a noun. The language is not going to change so fast that we can't keep up. Language just doesn't work that way. I hope that what you can do is find language change not worrisome but fun and fascinating, just the way dictionary editors do. I hope you can enjoy being part of the creativity that is continually remaking our language and keeping it robust.

So how does a word get into a dictionary? It gets in because we use it and we keep using it, and dictionary editors are paying attention to us. If you're thinking, "But that lets all of us decide what words mean," I would say, "Yes it does, and it always has." Dictionaries are a wonderful guide and resource, but there is no objective dictionary authority out there that is the final arbiter about what words mean. If a community of speakers is using a word and knows what it means, it's real. That word might be slangy, that word might be informal, that word might be a word that you think is illogical or unnecessary, but that word that we're using, that word is real.

Thank you.

[Applause]

UNIT 10

10.1 So we're going to test the machine. So first of all, give me your poker face. Yep, awesome. [Laughter] And then as she smiles, this is a genuine smile, it's great. So you can see the green bar go up as she smiles.

10.2 Craig, could you tell us a little bit about what you do?

I'm the deputy academic head at an international school. In addition to my teaching duties, I also take on the role of a guidance counselor there. So I speak with students whenever they are facing any difficulties, and offer them advice. Most of my students are between 18 and 22 years old.

What kind of problems do you usually help your students with?

Some of the common challenges they face are uncertainty about what jobs they want to do in the future, and family problems. As I work in an international school, I also meet some students who have trouble adjusting to a new country and school environment.

10.3 How do you help the students who come to you?

It depends on the kind of problem they're facing. But the most important thing is to first help them better understand their own emotions. I usually get them to think about why they are feeling a certain way. By breaking down the problem, it's easier to identify the cause and deal with it in a suitable way.

How important is it for us to manage our emotions?

We make big and small decisions every day, and they shape our direction in life. All of these decisions are influenced by our emotions. So it's really important for us to know how to understand and manage our emotions effectively. It will help us to make good life decisions.

10.5 [Speaker A is female; Speaker B is male]

A: How was your job interview? Did it go well?

B: I'm not sure. I think I did okay. But they asked me to take an EQ test.

A: Really?

B: Yeah. I had to answer 40 multiple choice questions about what I'm like and what I'd do in different situations.

A: Did they tell you how you did?

B: No. They just said they'd get in touch.

A: Hmm. I wonder why they gave you that test.

B: Well, the position involves a lot of team work and negotiation with business partners. They told me that the EQ test really helped them find people who are suited for the job.

A: Better than an IQ test?

B: Yeah. According to them, EQ is more relevant.

A: Have you ever done an EQ test before?

B: No, that was the first... Have you?

A: Yes, actually. Just a simple one online.

B: How was it?

A: Well, I scored low in self-awareness, but did well in managing relationships.

B: Hmm. Well, I think you are good at dealing with people. You get on well with everybody at work.

A: Thanks. Anyway, let me know the results of your interview. Good luck!

B: Sure!

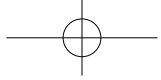
10.6 Our emotions influence every aspect of our lives, from our health and how we learn, to how we do business and make decisions, big ones and small. Our emotions also influence how we connect with one another. We've evolved to live in a world like this, but instead, we're living more and more of our lives like this—this is the text message from my daughter last night—in a world that's devoid of emotion. So I'm on a mission to change that. I want to bring emotions back into our digital experiences.

I started on this path 15 years ago. I was a computer scientist in Egypt, and I had just gotten accepted to a Ph.D. program at Cambridge University.

[. . .] At Cambridge, thousands of miles away from home, I realized I was spending more hours with my laptop than I did with any other human. Yet despite this intimacy, my laptop had absolutely no idea how I was feeling. It had no idea if I was happy, having a bad day, or stressed, confused, and so that got frustrating. Even worse, as I communicated online with my family back home, I felt that all my emotions disappeared in cyberspace. I was homesick, I was lonely, and on some days I was actually crying, but all I had to communicate these emotions was this. [Laughter] Today's technology has lots of IQ, but no EQ; lots of cognitive intelligence, but no emotional intelligence. So that got me thinking, what if our technology could sense our emotions? What if our devices could sense how we felt and reacted accordingly, just the way an emotionally intelligent friend would? Those questions led me and my team to create technologies that can read and respond to our emotions, and our starting point was the human face.

10.7 [. . .] So the best way to demonstrate how this technology works is to try a live demo, so I need a volunteer, preferably somebody with a face. [Laughter] Cloe's going to be our volunteer today.

[. . .] As you can see, the algorithm has essentially found Cloe's face, so it's this white bounding box, and it's tracking the main feature points on her face, so her eyebrows, her eyes, her mouth, and her nose. The question is, can it recognize her expression? So we're going to test the machine. So first of all, give me your poker face. Yep, awesome. [Laughter] And then as she smiles, this is a genuine smile, it's great. So you can see the green bar go up as she smiles. Now that was a big



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smile. Can you try like a subtle smile to see if the computer can recognize? It does recognize subtle smiles as well. We've worked really hard to make that happen. And then eyebrow raised, indicator of surprise. Brow furrow, which is an indicator of confusion. Frown. Yes, perfect. So these are all the different action units. There's many more of them. This is just a slimmed-down demo. But we call each reading an emotion data point. [. . .]

10.8 [. . .] So, so far, we have amassed 12 billion of these emotion data points. It's the largest emotion database in the world. We've collected it from 2.9 million face videos, people who have agreed to share their emotions with us, and from 75 countries around the world. It's growing every day. It blows my mind away that we can now quantify something as personal as our emotions, and we can do it at this scale.

So what have we learned to date? Gender. Our data confirms something that you might suspect. Women are more expressive than men. Not only do they smile more, their smiles last longer, and we can now really quantify what is it that men and women respond to differently. Let's do culture: So in the United States, women are 40 percent more expressive than men, but curiously, we don't see any difference in the U.K. between men and women. [Laughter] Age: People who are 50 years and older are 25 percent more emotive than younger people. Women in their 20s smile a lot more than men the same age, perhaps a necessity for dating. But perhaps what surprised us the most about this data is that we happen to be expressive all the time. [. . .]

10.9 [. . .] Where is this data used today? In understanding how we engage with media, so understanding virality and voting behavior; and also empowering or emotion-enabling technology, and I want to share some examples that are especially close to my heart. Emotion-enabled wearable glasses can help individuals who are visually impaired read the faces of others, and it can help individuals on the autism spectrum interpret emotion, something that they really struggle with. In education, imagine if your learning apps sense that you're confused and slowed down, or that you're bored, so it sped up, just like a great teacher would in a classroom. What if your wristwatch tracked your mood, or your car sensed that you're tired, or perhaps your fridge knows that you're stressed, so it auto-locks to prevent you from binge eating. [Laughter] I would like that, yeah. What if, when I was in Cambridge, I had access to my real-time emotion stream, and I could share that with my family back home in a very natural way, just like I would've if we were all in the same room together?

I think five years down the line, all our devices are going to have an emotion chip, and we won't remember what it was like when we couldn't just frown at our device and our device would say, "Hmm, you didn't like that, did you?"

[. . .] So as more and more of our lives become digital, we are fighting a losing battle trying to curb our usage of devices in order to reclaim our emotions. So what I'm trying to do instead is to bring emotions into our technology and make our technologies more responsive. So I want those devices that have separated us to bring us back together. And by humanizing technology, we have this golden opportunity to reimagine how we connect with machines, and therefore, how we, as human beings, connect with one another.

Thank you.

UNIT 11

11.1 So, we're going to put up some slides of some of your companies here. You've started one or two in your time. So, you know, Virgin Atlantic, Virgin Records—I guess it all started with a magazine called *Student*. And then, yes, all these other ones as well. I mean, how do you do this?

11.3 I'm Priscilla Shunmugam, and I'm a fashion designer. I've been working on my own fashion label since 2010.

I never really planned on becoming a fashion designer. I graduated as a law student and practiced law for a couple of years at an oil and gas company. But something didn't feel right. It wasn't a job I could see myself doing for the rest of my life. So in 2008, I decided to look for something I was more passionate about.

I went to London and started sewing classes during my time there. I was pretty surprised to discover that I had a talent for it. So I took a few more short courses at the London College of Fashion. After spending a year in the U.K., I knew what I wanted to do. After coming home, I started my fashion label, Ong Shunmugam, which is a combination of my parents' last names.

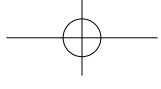
11.4 My clothing designs portray a strong Asian identity. Before setting up my business, I traveled all over Asia to gather textiles from different cities and villages. I believe that traditional textiles are an important part of Asia's history, and I hope to preserve them through my designs.

I went into fashion design without the guidance of a mentor, so I hope I can be someone who inspires younger designers in the future.

11.6 Priscilla, what was it like when you first started your business?

When I started my label, I didn't have the money, the connections, or the experience. These are things necessary to make it in the fashion industry. But I told myself I should stop worrying about what I didn't have, and instead, look at my own abilities. I thought about what I wanted to achieve—which is to create a well-made dress—and focused on getting that right.

How did your family and friends react to your decision to enter fashion?



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At the time, not many people believed I had made the right decision. So I had to be my own supporter and my own critic, and make it work.

How has going into fashion and starting a business changed your life?

Well, first there were the financial difficulties. I couldn't even afford things like cheap toiletries and makeup brands. There was definitely a big difference between this and the comfortable lifestyles of my lawyer friends. In order to commit myself fully to my business I also had to give up two serious relationships and my dreams of starting a family in my 20s.

How did you handle that?

I understand that we need to make sacrifices for what we believe in. We have to be brave and make hard decisions when needed.

So you've been building your business for at least five years now. What's it like today?

It's not that different. I'm still sleeping about four to five hours a day, working seven days a week, and managing five separate email accounts. I don't want to let go of any of it. I still feel I want to be involved in everything—that's something that hasn't changed from day one. Opportunities don't always come along, so when you have one, you should grab it. That's what I've chosen to do.

11.7 As the CEO of electric car company Tesla and rocket company SpaceX, Elon Musk is one of the world's most innovative business leaders. He believes that we should create companies that tackle environment issues such as global warming. He also thinks that the price of oil doesn't have to be raised to discourage people from using it; instead, we need to use energy in a sustainable way. Musk is already looking far into the future. He believes that humans may have to live on other planets eventually. SpaceX aims to make it possible for us to travel to and live on Mars one day. The goals Musk has set aren't easy to achieve, but he is determined. "If something is important enough, even if the odds are against you, you should still do it," he says.

11.8 [. . .] Chris Anderson: So, we're going to put up some slides of some of your companies here. You've started one or two in your time. So, you know, Virgin Atlantic, Virgin Records—I guess it all started with a magazine called *Student*. And then, yes, all these other ones as well. I mean, how do you do this?

Richard Branson: I read all these sort of TED instructions: you must not talk about your own business, and this, and now you ask me. So I suppose you're not going to be able to kick me off the stage, since you asked the question. [Laughter]

CA: It depends what the answer is though.

RB: No, I mean, I think I learned early on that if you can run one company, you can really run any companies. I mean, companies are all about finding the right people, inspiring those people, you know, drawing out the best in people.

And I just love learning and I'm incredibly inquisitive and I love taking on, you know, the status quo and trying to turn it upside down. So I've seen life as one long learning process. And if I see—you know, if I fly on somebody else's airline and find the experience is not a pleasant one, which it wasn't, 21 years ago, then I'd think, well, you know, maybe I can create the kind of airline that I'd like to fly on. And so, you know, so I got one secondhand 747 from Boeing and gave it a go.

11.9 [. . .] CA: Didn't—weren't you just terrible at school?

RB: I was dyslexic. I had no understanding of schoolwork whatsoever. I certainly would have failed IQ tests. And it was one of the reasons I left school when I was 15 years old. And if I—if I'm not interested in something—I don't grasp it. As somebody who's dyslexic, you also have some quite bizarre situations. I mean, for instance, I've had to—you know, I've been running the largest group of private companies in Europe, but haven't been able to know the difference between net and gross. And so the board meetings have been fascinating. [Laughter] And so, it's like, good news or bad news? And generally, the people would say, oh, well that's bad news.

CA: But just to clarify, the 25 billion dollars is gross, right? That's gross? [Laughter]

RB: Well, I hope it's net actually, having—[Laughter]—I've got it right.

CA: No, trust me, it's gross. [Laughter]

RB: So, when I turned 50, somebody took me outside the boardroom and said, "Look Richard, here's a—let me draw on a diagram. Here's a net in the sea, and the fish have been pulled from the sea into this net. And that's the profits you've got left over in this little net, everything else is eaten." And I finally worked it all out.

11.10 [. . .] CA: So seriously, is there a dark side? A lot of people would say there's no way that someone could put together this incredible collection of businesses without knifing a few people in the back, you know, doing some ugly things. You've been accused of being ruthless. There was a nasty biography written about you by someone. Is any of it true? Is there an element of truth in it?

RB: I don't actually think that the stereotype of a businessperson treading all over people to get to the top, generally speaking, works. I think if you treat people well, people will come back and come back for more. And I think all you have in life is your reputation and it's a very small world. And I actually think that the best way of becoming a successful business leader is dealing with people fairly and well, and I like to think that's how we run Virgin.

UNIT 12

12.1 My big idea is a very, very small idea that can unlock billions of big ideas that are at the moment dormant inside us. And my little idea that will do that is sleep.

12.3 Jeffrey Iliff is a neuroscientist who is interested in understanding how our brain works. He and his team have discovered why sleep is so important to us.

All of the cells in the body produce waste, which—along with dead cells—has to be cleared away. Carbon dioxide, proteins, and even water are examples of waste products. The waste—or debris—in different parts of the body is taken away by a network of vessels called the lymphatic system. This process happens mostly during the day, when we are active.

However, the brain has no lymphatic vessels, which means it has to clear its waste in a completely different way. Brain cells produce a lot of waste because they are highly active and use a lot of energy, so the brain needs to be cleaned regularly.

Unlike the rest of the body, waste accumulates in the brain all through the day when we are awake. When we fall asleep, the brain shifts to a cleaning mode and the waste is slowly cleared away.

This is like leaving our household chores to the weekend because we are too busy during the week to do them. And, as with cleaning our house, if we leave it too long, the brain starts to get dirty and cluttered.

12.5 [Speaker A is male; Speaker B is female]

A: When do you think the brain is more active: when we're awake or when we're asleep?

B: When we're awake, I would think. Am I right?

A: Well, actually, the brain is busier when we sleep.

B: Really? That seems strange.

A: Yeah. But that's why it's important to get enough sleep. Our brain needs the time to do a lot of work.

B: Oh really?

A: Yeah, according to a study published in a medical journal, if you didn't sleep for 24 hours, you'd feel as if you were drunk.

B: You mean we wouldn't be able to think clearly?

A: Yeah, something like that. And if we don't sleep for a couple of days, our body won't be able to function properly—we won't be able to do simple things like have conversations!

B: Wow! If I didn't have to spend an hour commuting to work every day, I'd be able to get more sleep.

A: Yeah, sleep's really important for our health. For one, we learn and remember things better because the brain uses the time we sleep to prepare itself for the next day.

B: Hmm.

A: But also, if you don't sleep, you tend to feel hungrier.

So you might gain weight.

B: Sounds like sleeping is better than going on a diet!

12.6 My big idea is a very, very small idea that can unlock billions of big ideas that are at the moment dormant inside us. And my little idea that will do that is sleep.

This is a room of Type-A women. This is a room of sleep-deprived women. And I learned the hard way, the value of sleep. Two-and-a-half years ago, I fainted from exhaustion. I hit my head on my desk. I broke my cheekbone, I got five stitches on my right eye. And I began the journey of rediscovering the value of sleep. And in the course of that, I studied, I met with medical doctors, scientists, and I'm here to tell you that the way to a more productive, more inspired, more joyful life is getting enough sleep.

And we women are going to lead the way in this new revolution, this new feminist issue.

12.7 [. . .] I was recently having dinner with a guy who bragged that he had only gotten four hours sleep the night before. And I felt like saying to him—but I didn't say it—I felt like saying, "You know what? If you had gotten five, this dinner would have been a lot more interesting." There is now a kind of sleep deprivation one-upmanship. Especially here in Washington, if you try to make a breakfast date, and you say, "How about eight o'clock?" they're likely to tell you, "Eight o'clock is too late for me, but that's okay, I can get a game of tennis in and do a few conference calls and meet you at eight." And they think that means that they are so incredibly busy and productive, but the truth is they're not, because we, at the moment, have had brilliant leaders in business, in finance, in politics, making terrible decisions. So a high IQ does not mean that you're a good leader, because the essence of leadership is being able to see the iceberg before it hits the Titanic. And we've had far too many icebergs hitting our Titanics.

In fact, I have a feeling that if Lehman Brothers was Lehman Brothers and Sisters, they might still be around. [Applause] While all the brothers were busy just being hyper-connected 24/7, maybe a sister would have noticed the iceberg, because she would have woken up from a seven-and-a-half- or eight-hour sleep and have been able to see the big picture.

So as we are facing all the multiple crises in our world at the moment, what is good for us on a personal level, what's going to bring more joy, gratitude, effectiveness in our lives and be the best for our own careers is also what is best for the world. So I urge you to shut your eyes and discover the great ideas that lie inside us, to shut your engines and discover the power of sleep.

Thank you.

[Applause]

Unit 1 Quiz: Making a Difference

A CONVERSATION

Complete the conversation. Circle the correct words.

A: Do you know who ¹(**inspires** / **inspired**) me? You do!

B: Me? Wow. Thanks. What did I do?

A: I always see you ²(**help** / **helping**) others out.

B: Well, if I can ³(**make** / **made**) a difference in someone's day, I'll try.

A: I should do more to ⁴(**taking** / **take**) care of others.

B: You're really good at repairing things, you know.

A: You're right. I think I'll start ⁵(**offer** / **offering**) to help fix things more often.

B GRAMMAR

Complete the paragraph using the correct form of the words in parentheses.

My friend Ralph was there for me after my accident. He ¹_____ (bring) me food every day. He even made me soup. Ralph and I have known each other a long time, so we are like family. We ²_____ (be) friends since we were kids. I have ³_____ (help) him out over the years, too. One time, when he couldn't pay his rent, I ⁴_____ (lend) him money. Even though we're not related, we always do anything we can to ⁵_____ (help) each other out.

C TED TALK

Complete the quotes from Mark Bezos's TED Talk using the words in the box.

acts of generosity matter poverty volunteer

Back in New York, I am the head of development for a non-profit called Robin Hood. When I'm not fighting ¹_____, I'm fighting fires as the assistant captain of a volunteer fire company ...

... In both my vocation at Robin Hood and my avocation as a ²_____ firefighter, I am witness to acts of ³_____ and kindness on a monumental scale, but I'm also witness to ⁴_____ grace and courage on an individual basis. And you know what I've learned? They all ⁵_____.

Unit 2 Quiz: Trends

A CONVERSATION

Complete the conversation below using the words in the box.

risen better growing decrease more and more

A: I feel that the quality of food in restaurants is improving.

B: What do you mean?

A: Well, ¹_____ restaurants buy locally now.

B: That's true. I think there's a(n) ²_____ interest in healthy eating these days.

A: Yeah, there's been a(n) ³_____ in the number of unhealthy items on restaurants' menus.

B: But I think the price of food in restaurants has ⁴_____, too. Good quality food is expensive.

A: Well, I think it's worth the extra cost if it makes our health ⁵_____. Don't you agree?

B GRAMMAR

Use the words given to write sentences with predictions about future technology.

- 1 cars, fly _____
- 2 textbooks, read _____
- 3 smart homes, be _____
- 4 robots, change _____
- 5 the Internet of Things, connect _____

C TED TALK

Read the quotes from Derek Sivers's TED Talk and complete the sentences.

- 1 *First, of course you know, a leader needs the guts to stand out and be ridiculed.*
Sivers is saying that a leader needs to have (**followers / confidence**).
- 2 *So here's his first follower with a crucial role; he's going to show everyone else how to follow.*
According to Sivers, the first follower is extremely (**important / popular**).
- 3 *The first follower is what transforms a lone nut into a leader.*
Sivers explains that a person becomes a leader only after gathering (**a crowd / a follower**).
- 4 *They won't stand out, they won't be ridiculed, but they will be part of the in-crowd if they hurry.*
People who join the crowd later don't want to be (**noticed / ignored**) or laughed at.
- 5 *... leadership is over-glorified.*
Leaders (**are / aren't**) more valuable than their followers.

Unit 3 Quiz: Improving Lives

A CONVERSATION

Complete the conversation below using the words in the box.

caregiver cure elderly suffering from treatment

A: I heard that your ¹ _____ grandmother is sick. I'm sorry to hear that.

B: Thanks. She's getting ² _____ at a nearby hospital.

A: Is she staying there?

B: No. She stays with us. My mom is her main ³ _____.

A: That's tough. But it's nice that your family is keeping her with you.

B: I think so, too. But I do worry a little about my mom ⁴ _____ stress.

A: I hope the doctors at the hospital can find a ⁵ _____.

B: Thanks so much. Me, too.

B GRAMMAR

Match the two parts of the sentences.

- | | | |
|--|---|--|
| 1 As a result of the recent popularity of wearables, | • | • because of the sock sensor. |
| 2 I haven't been sleeping well at night, | • | • due to the rise in the elderly population. |
| 3 Taking care of Alzheimer's patients at night may become easier | • | • as this is the rule in my home. |
| 4 Please put your phone away during dinner, | • | • many companies are starting to make them. |
| 5 Alzheimer's disease is a growing problem | • | • so I'm going to buy a sleep tracker. |

C TED TALK

Complete the paragraph using the correct form of the words in the box.

detect diagnose struggle suffer from concerned

Kenneth Shinozuka's family was ¹ _____ with taking care of their grandfather, who had been ² _____ with Alzheimer's. Kenneth's grandfather would wake up every night and wander about. Many times he would get lost. Kenneth was ³ _____ both about his grandfather's well-being and the well-being of his aunt, who was his grandfather's main caregiver. She was ⁴ _____ stress as a caregiver in a difficult situation. So Kenneth made a device to help monitor his grandfather. His sock sensor ⁵ _____ movement and alerts Kenneth's aunt when his grandfather starts to walk about. This helped his aunt and family immensely, and kept his grandfather safe at night.

Unit 4 Quiz: Designing the Web

A CONVERSATION

Complete the conversation. Circle the correct words.

A: What's that website you're ¹(browsing / downloading)?

B: It's a site that sells digital textbooks.

A: So you ²(review / download) your textbooks to your tablet?

B: Yep. I just click this ³(button / function), and the download starts.

A: I read a ⁴(function / review) that said it takes a long time to download things on that site.

B: That's true. But this site is ⁵(cheaper / more expensive) than other online stores for textbooks.
It's also a lot ⁶(easy / easier) to use.

B GRAMMAR

Put the words in the correct order to complete the comparison.

1 My new computer is (old / one / than / faster / much / my).

2 That restaurant has (best / in / online / the / reviews / the / neighborhood).

3 I think typing on a laptop is (tablet / easier / typing / than / a / on / much).

4 Some digital books (as / same / the / cost / books / printed).

C TED TALK

Complete the paragraph using the words in the box.

audacity constraints humility low-end unprecedented

Designing websites that have millions of users brings ¹_____ challenges to designers. One consideration is older devices. ²_____ cell phones create ³_____. Screens are small and software is outdated. Designers must design for both old and new devices. It's important for designers to have ⁴_____, keeping in mind the needs of users living in countries that may not have the latest technology. They must also design with ⁵_____—with the confidence that their work can help change people's lives.

Unit 5 Quiz: Community Builders

A CONVERSATION

Complete the conversation below using the words in the box.

underprivileged	social	benefit	entrepreneurs	facility	empower
-----------------	--------	---------	---------------	----------	---------

- A:** Do you know any ¹ _____ ?
- B:** Actually, yes. My uncle started a kind of training ² _____ in his community.
- A:** Do you mean something like a gym?
- B:** No, people come to learn job skills. He wants to ³ _____ them.
- A:** Wow, that sounds like it could really ⁴ _____ a lot of people.
- B:** Yeah. It's in a(n) ⁵ _____ neighborhood so I think it does help.
- A:** That's so great. How cool that your uncle is a(n) ⁶ _____ entrepreneur!
- B:** He doesn't make a lot of money. But we're really proud of him.

B GRAMMAR

Rewrite the sentences using the passive voice.

- 1 The new green space transformed the community.

- 2 They cleaned up the river just in time for summer.

- 3 The government built a new rail system for commuters.

- 4 They inspired the community to make changes to benefit the underprivileged.

C TED TALK

Complete the paragraph using the words in the box.

favelas	informal	accomplishments	transform	communities
---------	----------	-----------------	-----------	-------------

Haas and Hahn are a team of social entrepreneurs who are hoping to ¹ _____ an underprivileged part of Rio de Janeiro. They have been working for years with the ² _____ who live in the ³ _____ to paint buildings and brighten the neighborhoods. Haas and Hahn have learned that the most effective way for getting things done in these communities often means taking a(n) ⁴ _____ approach. With this understanding of the people and communities of the favelas, the two men have been able to find success. Their ⁵ _____ have helped to inspire communities all over the world.

Unit 6 Quiz: Clear Communication

A CONVERSATION

Complete the conversation. Circle the correct words.

A: Did you get the text message I ¹(**shared** / **sent**)?

B: No, I lost my phone yesterday...

A: I was wondering why you weren't ²(**making** / **checking**) your messages.

B: Well, I ³(**posted** / **sent**) a comment on my Facebook page about it.

A: You did? I didn't ⁴(**check** / **have**) Facebook yesterday.

B: I told everyone to ⁵(**give** / **send**) me emails until I get my new phone.

B GRAMMAR

Correct the mistake in each sentence.

1 I recommend to try a networking site to find a new job.

2 I trying to post a comment at least once a day.

3 I prefer wrote my blog than do my homework.

4 I try to avoid to call people after 8 p.m.

5 I don't like my co-workers to contacted me on weekends.

C TED TALK

Read the quotes from Melissa Marshall's TED Talk and complete the sentences.

1 *We desperately need great communication from our scientists.*

Marshall thinks the need is (**great** / **moderate**).

2 *Our scientists and engineers are the ones that are tackling our grandest challenges ...*

Scientists and engineers are (**dealing** / **struggling**) with important challenges.

3 *And making your ideas accessible is not the same as dumbing it down.*

Dumbing it down means that the idea is made too (**complicated** / **simple**).

4 *Those are ways to engage and excite us about your content.*

Marshall is teaching ways to help others (**connect with** / **simplify**) their ideas.

5 *You can clearly communicate your science without compromising the ideas.*

An example of compromising an idea would be (**dumbing it down** / **making it engaging**).

Unit 7 Quiz: Identity

A CONVERSATION

Complete the conversation below using the words in the box.

common backgrounds languages migrants multicultural

A: I love this neighborhood. It's so ¹ _____.

B: I know. There are lots of ² _____ from many different countries living here.

A: Yep. I love hearing so many different ³ _____ every day.

B: It's cool that we all come from a variety of ⁴ _____, yet we have this neighborhood in ⁵ _____.

A: I think so, too. I'm really glad I live here.

B: Me, too. I get to meet with different people every day and learn something new!

B GRAMMAR

Write sentences about an ongoing action or event using the information given.

1 she / perform / ballet / for ten years.

She has been performing ballet for ten years _____.

2 they / work in Taipei / since 2010.

_____.

3 I / not going to / the gym / lately.

_____.

4 how long / you / learn / Spanish?

_____?

5 he / live / in Budapest / for long?

_____?

C TED TALK

Complete the paragraph using the correct form of the words in the box.

alien ancestry identity cultural evolve tribe

In his TED Talk, Pico Iyer talks about how he feels both ¹ _____ and at home in the many different places where he's lived. He believes the idea of "home" is ² _____ as the world's population is growing increasingly multicultural. Iyer suggests that people's ³ _____ is no longer an accurate indicator of their ⁴ _____, as more people now come from mixed ⁵ _____ backgrounds. This group of people, which he calls the "floating ⁶ _____," is redefining what "home" means.

Unit 8 Quiz: Transportation Solutions

A CONVERSATION

Complete the conversation. Circle the correct words.

A: I noticed you're getting to work later than usual this week.

B: Sorry. I just moved and I'm getting used to my new ¹(**transportation** / **commute**).

A: You aren't ²(**driving** / **riding**) your bicycle anymore?

B: No, it's too far now. I have to ³(**take** / **get off**) the subway.

A: Well, our office is close to the subway station.

B: I know but before I ⁴(**get on** / **get in**) the subway, I have to ⁵(**ride** / **drive**) a bus from my home.

A: Maybe it'd be better if you start ⁶(**driving** / **riding**) your car to work. It's not too far actually.

B GRAMMAR

Write predictions using the given words and *will* or *might*.

1 Driverless cars / be sold / by 2020. (certain)

2 Space vacations / be possible / by 2050. (not certain)

3 Airplanes / increase in speed / over the next twenty years. (certain)

4 A trip on the Hyperloop / take / only thirty minutes. (not certain)

5 Giant airships / transport goods / in the future. (not certain)

C TED TALK

Read the quotes from Sanjay Dastoor's TED Talk and circle **T** for true or **F** for false.

1 ... you can create some more interesting, more novel concepts.

Dastoor encourages people to come up with unique ideas.

T **F**

2 I mean, this is something you can pick up and carry with you anywhere you go.

Dastoor's transportation device is portable.

T **F**

3 It's really maneuverable ...

The device is difficult to operate.

T **F**

4 ... now you can look at ... more sustainable transportation.

Dastoor's transportation device is environmentally friendly.

T **F**

Unit 9 Quiz: New Words

A CONVERSATION

Complete the conversation below using the words in the box.

accepted originally mean slang standard

- A:** I just learned a great new word: Z-A-R-F.
- B:** Zarf? What does that ¹ _____? It sounds like a game.
- A:** It refers to the piece of cardboard around a paper coffee cup.
- B:** Isn't "cup sleeve" the ² _____ expression? That's what I usually call it.
- A:** Well, "zarf" is actually a really old term that is becoming ³ _____ again.
- B:** So it's not some kind of new ⁴ _____ word?
- A:** Not at all. It comes from ancient Arabic actually.
- B:** They had cup sleeves in ancient times? I'm confused.
- A:** Well, it ⁵ _____ meant cup holder, but it's now being used to refer to a cup sleeve.

B GRAMMAR

Put the words in the correct order to make sentences.

- 1 so thin / computers / didn't / be / use to
_____.
- 2 did / write / you / use to / blog / a
_____?
- 3 stories / tell / the / used to / funniest / my grandmother
_____.
- 4 used to / expression / interesting / one / you / what's / say
_____?
- 5 different / word / totally / have / a / used to / that / meaning
_____.

C TED TALK

Match each question to a suitable response based on Anne Curzan's ideas.

- | | | |
|--|---|--|
| 1 Who has the authority to change language? | • | • a No, she isn't. |
| 2 How is a language kept robust? | • | • b Dictionary editors do. |
| 3 What fascinates dictionary editors? | • | • c Everyone has a say. |
| 4 Who thinks <i>LOL</i> will become standardized language? | • | • d by evolving and changing |
| 5 Is Curzan concerned about new forms of language? | • | • e new words and new usage of old words |

Unit 10 Quiz: Understanding Emotions

A CONVERSATION

Complete the conversation below using the words in the box.

frustrating happy stressed embarrassed confused feeling

- A:** You look ¹ _____ out. Are you OK?
B: Well, to tell you the truth, I'm ² _____ overwhelmed.
A: About what?
B: My engineering class. I'm ³ _____ about the homework. I don't really understand it.
A: Why don't you ask a classmate for help?
B: One classmate tried to help me, but I still don't understand. It's so ⁴ _____ .
A: Did you talk to the teacher?
B: Not yet. I'm a little ⁵ _____ to ask.
A: You shouldn't be. Teachers are usually very ⁶ _____ to help.

B GRAMMAR

Use the words in parentheses to write the sentences as reported speech.

- 1** "We're looking for someone with a high EQ." (say)
 She _____ .
2 "Your EQ score indicates that you should work in management." (tell)
 He _____ .
3 "Write a thank you note to the job interviewer." (remind)
 He _____ .
4 "I'll tell you the results of the interview next week." (promise)
 She _____ .

C TED TALK

Complete the paragraph using the words in the box.

mission potential humanize subtle interact

Rana el Kaliouby is on a ¹ _____ to bring emotions into our digital world. She has developed technology that can read facial expressions, even ² _____ ones. The ³ _____ for this type of technology is huge, as it can transform the way we ⁴ _____ online. Having our devices able to read our emotions could possibly take us one step further to learning how to ⁵ _____ our digital experiences.

Unit 11 Quiz: Leaders and Thinkers

A CONVERSATION

Complete the conversation below using the words in the box.

staff	strategy	company	CEO	ruthless	dedicated
-------	----------	---------	-----	----------	-----------

- A:** Do you think you want to be a(n) ¹ _____ one day?
- B:** And run a(n) ² _____?
- A:** Yep. I think you'd be a good leader.
- B:** I don't think I'm ³ _____ enough to be successful in business.
- A:** I don't think that's what leaders need to be. You just have to manage ⁴ _____ well.
- B:** And work out a good business ⁵ _____ first.
- A:** Well, if you have a skilled and ⁶ _____ staff, they can help you with that!

B GRAMMAR

Put the words in the correct order to make sentences.

- 1 motivate / their / need to / business / staff / leaders

- 2 she / wants / give up / succeed / she / mustn't / to / if

- 3 flexibly / should / we / employees / use / allow / to / time / their

- 4 rich / business / be / entrepreneurs / start / a / to / don't have to

C TED TALK

Complete the paragraph using the words in the box.

dyslexia	grasp	entrepreneur	inquisitive	stereotype
----------	-------	--------------	-------------	------------

Richard Branson experienced some difficulty coping in school as he has ¹ _____. However, this has not stopped him from achieving great success as a(n) ² _____. Branson has a(n) ³ _____ nature and asks questions when he is unable to ⁴ _____ some business concepts. Although some people may think that business leaders have to be ruthless, Branson doesn't agree with this ⁵ _____. Instead, he believes that the best way of achieving success is to treat employees well.

Unit 12 Quiz: Well-being

A CONVERSATION

Complete the conversation. Circle the correct words.

A: Do you still ¹(**exercise** / **recharge**) a lot?

B: No. Work is too ²(**stressful** / **productive**) right now and I can't really ³(**strengthen** / **cope with**) everything that's going on.

A: You need to find a way to ⁴(**produce** / **maintain**) a better work-life balance.

B: I know. What about you? Do you have an ⁵(**active** / **efficient**) lifestyle?

A: Actually, I don't often go to the gym—I prefer drawing in my free time. I think it's important to do something that you enjoy.

B: You're right. I should probably take up a hobby.

B GRAMMAR

If you could have any kind of job you want, what would it be like? Answer the questions below.

1 What kind of job would you like to have?

2 Which country would you like to work in?

3 How many hours would you like to work a week?

4 What would you like your boss to be like?

5 What fun activities would you like to do with your co-workers?

C TED TALK

Complete the paragraph using the words in the box.

productive brag depriving exhaustion one-upmanship

Arianna Huffington is trying to change the way we think about sleep. She's especially focused on changing the minds of people in the business world, where she feels there is a kind of ¹_____ about lack of sleep. She shares an example of how people like to ²_____ about how little sleep they get, thinking it makes them seem more ³_____. However, Huffington has learned from first-hand experience that ⁴_____ yourself of sleep is actually not a smart business move. A business leader who is suffering from ⁵_____ is not going to be able to make wise decisions and run a successful company.

Unit Quizzes Answer Key

UNIT 1

A CONVERSATION

1. inspires; 2. helping; 3. make; 4. take; 5. offering

B GRAMMAR

1. brought; 2. have been; 3. helped; 4. lent; 5. help

C TED TALK

1. poverty; 2. volunteer; 3. generosity; 4. acts of; 5. matter

UNIT 2

A CONVERSATION

1. more and more; 2. growing; 3. decrease; 4. risen;
5. better

B GRAMMAR

Sample answers 1. Cars will be able to fly in the future.;
2. In ten years, we'll be able to read and learn about things through interactive textbooks.; 3. Smart homes are going to be very common in the next ten years.; 4. Robots will change the way we work and travel in the future.; 5. The Internet of Things is going to connect millions of devices and objects.

C TED TALK

1. confidence; 2. important; 3. a follower; 4. noticed;
5. aren't

UNIT 3

A CONVERSATION

1. elderly; 2. treatment; 3. caregiver; 4. suffering from;
5. cure

B GRAMMAR

1. many companies are starting to make them; 2. so I'm going to buy a sleep tracker; 3. because of the sock sensor; 4. as this is the rule in my home; 5. due to the rise in the elderly population

C TED TALK

1. struggling; 2. diagnosed; 3. concerned; 4. suffering from; 5. detects

UNIT 4

A CONVERSATION

1. browsing; 2. download; 3. button; 4. review; 5. cheaper;
6. easier

B GRAMMAR

1. My new computer is much faster than my old one.;
2. That restaurant has the best online reviews in the neighborhood.; 3. I think typing on a laptop is much easier than typing on a tablet.; 4. Some digital books cost the same as printed books.

C TED TALK

1. unprecedented; 2. Low-end; 3. constraints; 4. humility;
5. audacity

UNIT 5

A CONVERSATION

1. entrepreneurs; 2. facility; 3. empower; 4. benefit;
5. underprivileged; 6. social

B GRAMMAR

1. The community was transformed by the new green space.; 2. The river was cleaned up just in time for summer.; 3. A new rail system for commuters was built by the government.; 4. The community was inspired to make changes to benefit the underprivileged.

C TED TALK

1. transform; 2. communities; 3. favelas; 4. informal;
5. accomplishments

UNIT 6

A CONVERSATION

1. sent; 2. checking; 3. posted; 4. check; 5. send

B GRAMMAR

1. I recommend trying a networking site to find a new job.;
2. I try to post a comment at least once a day.; 3. I prefer to write my blog than do my homework.; 4. I try to avoid calling people after 8 p.m.; 5. I don't like my co-workers to contact me on weekends.

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C TED TALK

1. great; 2. dealing; 3. simple; 4. connect with;
5. dumbing it down

UNIT 7

A CONVERSATION

1. multicultural; 2. migrants; 3. languages; 4. backgrounds;
5. common

B GRAMMAR

1. She has been performing ballet for ten years.; 2. They've been working in Taipei since 2010.; 3. I haven't been going to the gym lately.; 4. Have long have you been learning Spanish?; 5. Has he been living in Budapest for long?

C TED TALK

1. alien; 2. evolving; 3. ancestry; 4. identity; 5. cultural;
6. tribe

UNIT 8

A CONVERSATION

1. commute; 2. riding; 3. take; 4. get on; 5. ride; 6. driving

B GRAMMAR

1. Driverless cars will be sold by 2020.; 2. Space vacations might be possible by 2050.; 3. Airplanes will increase in speed over the next twenty years.; 4. A trip on the Hyperloop might take only thirty minutes.; 5. Giant airships might transport goods in the future.

C TED TALK

1. T; 2. T; 3. F; 4. T

UNIT 9

A CONVERSATION

1. mean; 2. standard; 3. accepted; 4. slang; 5. originally

B GRAMMAR

1. Computers didn't use to be so thin.; 2. Did you use to write a blog?; 3. My grandmother used to tell the funniest stories.; 4. What's one interesting expression you used to say?; 5. That word used to have a totally different meaning.

C TED TALK

1. c; 2. d; 3. e; 4. b; 5. a

UNIT 10

A CONVERSATION

1. stressed; 2. feeling; 3. confused; 4. frustrating;
5. embarrassed; 6. happy

B GRAMMAR

1. She said they were looking for someone with a high EQ.; 2. He told me that my EQ score indicated that I should work in management.; 3. He reminded me to write a thank you note to the job interviewer.; 4. She promised to tell me the results of the interview next week.

C TED TALK

1. mission; 2. subtle; 3. potential; 4. interact; 5. humanize

UNIT 11

A CONVERSATION

1. CEO; 2. company; 3. ruthless; 4. staff; 5. strategy;
6. dedicated

B GRAMMAR

1. Business leaders need to motivate their staff.; 2. She mustn't give up if she wants to succeed. / If she wants to succeed, she mustn't give up.; 3. We should allow employees to use their time flexibly.; 4. Entrepreneurs don't have to be rich to start a business.

C TED TALK

1. dyslexia; 2. entrepreneur; 3. inquisitive; 4. grasp;
5. stereotype

UNIT 12

A CONVERSATION

1. exercise; 2. stressful; 3. cope with; 4. maintain; 5. active

B GRAMMAR

- (Sample answers) 1. I'd like to work in an animal hospital.; 2. I'd like to work in Australia.; 3. I'd like to work 35 hours a week.; 4. I'd like my boss to be someone who's kind and responsible.; 5. I'd like to have sharing sessions to learn about the different animals that we work with.

C TED TALK

1. one-upmanship; 2. brag; 3. productive; 4. depriving;
5. exhaustion