

Keynote

2

Teacher's Edition

Colleen Sheils



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

Keynote Teacher's Edition 2

Colleen Sheils

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Scope and Sequence

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

PRESENTATION 2 Describing a favorite teacher

LESSON C	LESSON D	LESSON E		
READING	TED TALK	PRESENTATION SKILLS	COMMUNICATE	WRITING
Vultures in danger	WHY I LOVE VULTURES <i>Munir Virani</i>	Signposting with questions	A group decision	Writing about an endangered species
Genealogy	THE WORLD'S LARGEST FAMILY REUNION <i>A. J. Jacobs</i>	Personalizing a presentation	Family tree	Writing an invitation
Top picks	MY YEAR READING A BOOK FROM EVERY COUNTRY <i>Ann Morgan</i>	Closing a presentation	A book recommendation	Writing a book review
Music and the brain	WHY I TAKE THE PIANO ON THE ROAD ... AND IN THE AIR <i>Daria van den Bercken</i>	Providing background information	Desert island discs	Writing about a favorite song
Symbol of a city	THE WORST-DESIGNED THING YOU'VE NEVER NOTICED <i>Roman Mars</i>	Numbering key points	A new city flag	Writing about your country's flag
Inspiring lives	HOW A BOY BECAME AN ARTIST <i>Jarrett Krosoczka</i>	Using your voice effectively	A lively dinner party	Writing about an inspiring person

Scope and Sequence

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

LESSON C	LESSON D	LESSON E		
READING	TED TALK	PRESENTATION SKILLS	COMMUNICATE	WRITING
Leather from a lab	LEATHER AND MEAT WITHOUT KILLING ANIMALS <i>Andras Forgacs</i>	Creating effective slides	Weighing both sides	Writing about the future of food
Connecting citizens	IT'S OUR CITY. LET'S FIX IT. <i>Alessandra Orofino</i>	Using anecdotes	Let's fix this!	Writing about a change for the better
Donation revolution	SHOULD YOU DONATE DIFFERENTLY? <i>Joy Sun</i>	Using supporting evidence	How to give	Writing about a charity you support
Power of the mind	A HEADSET THAT READS YOUR BRAINWAVES <i>Tan Le</i>	Dealing with the unexpected	A new product	Writing a proposal
The miracle of pollen	THE HIDDEN BEAUTY OF POLLINATION <i>Louie Schwartzberg</i>	Calling others to action	Nature weekend	Writing a blog post
The dinosaur hunter	HOW WE UNEARTHED THE SPINOSAURUS <i>Nizar Ibrahim</i>	Using descriptive language	A newspaper interview	Writing a news report

Keynote Pacing Guide

Keynote can be adapted to courses of any length. The following examples show course options to cover one level of Keynote.

TOTAL COURSE LENGTH: 45 HOURS	TOTAL COURSE LENGTH: 60 HOURS
<p>1 x 90 minute class x 30 weeks</p>	<p>Option 1: 4 x 50–60 min classes x 15 weeks Option 2: 2 x 50–60 min classes x 30 weeks</p>
<p>One unit is covered in two weeks, i.e. the core Student Book content is covered in 24 full teaching weeks (36 hours).</p> <p>Remaining time allowance (9 hours) can be used for: <i>Presentations, exams/review, and/or school vacations.</i></p>	<p>One unit is covered in either one week (option 1), or two weeks (option 2), i.e. total class time approximately 4 hours. The Student Book content is covered in either 12 or 24 full teaching weeks (48 hours).</p> <p>Remaining time allowance (12 hours) can be used for: <i>Presentations, exams/review, and/or school vacations.</i></p>
<p>Class 1: Opener Lesson A: Vocabulary, Listening, Speaking Lesson B: Language Focus, Speaking</p> <p>Class 2: Lesson D: TED Talks Lesson E: Communicate</p>	<p>Class 1: Opener Lesson A: Vocabulary, Listening, Speaking</p> <p>Class 2: Lesson B: Language Focus, Speaking</p> <p>Class 3: Lesson D: TED Talks</p> <p>Class 4: Lesson E: Communicate Writing task</p> <p>The four classes can be taught over one or two weeks.</p>
<p>This option assumes the reading lessons (Lesson C) are set for students to complete on their own at home. The writing task of Lesson E can also be set as homework.</p>	<p>This option assumes the reading lessons (Lesson C) are set for students to complete on their own at home. Responses to the reading can be elicited at the start of Class 3.</p> <p>The Lesson E Writing task is started in class, and completed for homework.</p>

TOTAL COURSE LENGTH: 90 HOURS	TOTAL COURSE LENGTH: 120 HOURS
2 x 90 minute classes x 30 weeks	4 x 50–60 min classes x 30 weeks
<p>One unit is covered in four classes taught over two weeks. The Student Book content is covered in 24 full teaching weeks (72 hours).</p> <p>Remaining time allowance (18 hours) can be used for: <i>Presentations, exams/review, use of additional materials/ ancillaries, and/or school vacations.</i></p>	<p>One unit is covered in two weeks, i.e. total class time approximately 8 hours. The Student Book content is covered in 24 full teaching weeks (96 hours).</p> <p>Remaining time allowance (24 hours) can be used for: <i>Presentations, exams/review, use of additional materials/ ancillaries, and/or school vacations.</i></p>
<p><i>First week: Lessons A–C</i></p> <p>Class 1: Opener Lesson A: Vocabulary, Listening, Speaking Lesson B: Language Focus</p> <p>Class 2: Lesson B: Speaking Lesson C: Reading</p> <p><i>Second week: Lessons D–E</i></p> <p>Class 3: Lesson D: TED Talks</p> <p>Class 4: Lesson E: Communicate Writing task</p>	<p><i>First week: Lessons A–C</i></p> <p>Class 1: Opener, Lesson A: Vocabulary, Listening</p> <p>Class 2: Lesson A: Speaking, Lesson B: Language Focus</p> <p>Class 3: Lesson B: Speaking, Lesson C: Reading</p> <p>Class 4: Lesson C: Reading (continued, including Vocabulary)</p> <p><i>Second week: Lessons D–E</i></p> <p>Class 5: Lesson D: TED Talks: Previewing, Viewing,</p> <p>Class 6: Lesson D: TED Talks: Vocabulary in Context, Presentation Skills, Lesson E: Communicate (preparation)</p> <p>Class 7: Lesson E: Communicate</p> <p>Class 8: Lesson E: Writing task</p>

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 Keynote use TED Talks to teach English?

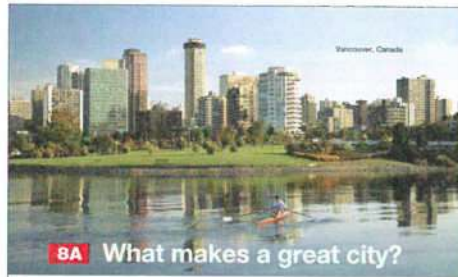
Learners develop English language skills, presentation literacy, and explore great ideas through authentic TED Talks. Each unit helps learners build an understanding around a TED speaker's main idea.

How is using Keynote 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 Keynote, TED Talks are broken into manageable segments that are used as springboards for language learning.



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



8A What makes a great city?

VOCABULARY Features of a city

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

galleries multicultural	recreational park museums	highly suburban
<p>Aspects of a city</p> <p>you can see heart of recreational park suburban</p>	<p>Things to enjoy</p> <p>markets museums recreational</p>	<p>Things to describe a city</p> <p>looking modern easy multicultural</p>

B Work with a partner. Add one more word to each column.

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

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

I agree. I like the cafes and restaurants there.

LISTENING Living abroad

Listening for time expressions

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

Past: in 2000, five years ago, last year, last August

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

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

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

1 She grew up in a town called Whitman in England.

2 She moved to Singapore when she was 25.

3 Now she lives in Canada.

B Claire Street describes the three different places she's lived in. Watch and write the names of the places.

1 She grew up in a town called Whitman in England.

2 She moved to Singapore when she was 25.

3 Now she lives in Canada.

C CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

D CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

E CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

F CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

G CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

H CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

I CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

J CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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K CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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L CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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M CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

N CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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O CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

P CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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Q CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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R CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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S CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

T CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

U CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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V CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

W CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

X CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

Y CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

Z CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

AA CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

AB CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

AC CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

AD CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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AE CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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AF CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

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AH CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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Answer: It is a multicultural country because it has many different cultures and languages.

AJ CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

AK CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

AL CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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AM CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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AN CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

AO CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

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AP CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

AQ CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.

AR CRITICAL THINKING Multicultural. Singapore is a multicultural country. Why do you think it is?

Answer: It is a multicultural country because it has many different cultures and languages.



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

8B Happy cities

LANGUAGE FOCUS Talking about cities

A Read the information. Which of these cities would you like to live in? (Listening and note-taking)

THE BEST CITIES IN THE WORLD

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

- AMSTERDAM, NETHERLANDS** - a city with a lot of green space and a high quality of life.
- OSLO, NORWAY** - a city with a lot of green space and a high quality of life.
- VIENNA, AUSTRIA** - a city with a lot of green space and a high quality of life.
- STOCKHOLM, SWEDEN** - a city with a lot of green space and a high quality of life.

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

1 The man grew up in Amsterdam.

2 The man hanging out with his friends at the beach.

3 He needs to get prepared to live there.

C Check and study the language in the chart.

Using phrasal verbs

Not separable

Close up to the neighborhood.

The house is the best way to get around.

What is the best way to get around?

Separable

They need to clean up their city.

Let's check out some new places.

Let's check out some new places.

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Let's check out some new places.

D Find and correct three mistakes in the conversation below.

A I just love the weekend.

B Yeah, I'm really loving it.

A Do you want to check out the new place I'm in?

B Sure, I'd love to. What's it like?

A Yeah, it's a really nice place. I'm really loving it.

B Oh, I'm really loving it. I'm really loving it.

E Complete these questions using a phrasal verb from the box. Use a dictionary if necessary.

Then ask your partner the questions with a partner.

get around grow up hang out with look for

1 Where did you grow up?

2 It is easy to get around the public transportation in your city?

3 What is the best way to look for your friends?

4 What do you hang out with in a place to live?

F Check the correct words. Use a dictionary to help you. Listen and check your answers.

San Sebastian, Spain, is one of the most beautiful places in the world. It's a fantastic place to live.

But it's also a great place for tourists to visit.

It's a really nice place. I'm really loving it.

There are always cultural events going on. It's a really nice place.

It's a really nice place. I'm really loving it.

It's a really nice place. I'm really loving it.

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

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

In the **Language Focus** section, an engaging infographic provides real-life context for key grammar points. Students then listen to the grammar presented in context.

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

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

8E Creative solutions

COMMUNICATE Let's fix this!

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

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

What else could it do?

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

Name of app: _____

What can it do? _____

How does it work? _____

Giving examples

For instance, ...

What can it do? _____

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

WRITING A change for the better

Imagine you are allowed to make one change—big or small—to your city. What would you do? Why?

One problem with my city is that it doesn't use enough renewable energy. Most of the city's power comes from an old gas power plant, and I don't think this is good for the environment. It could make a change. It could be ...



Learners communicate their own opinions about the main idea in a controlled **writing task**. For flexible instruction options, this task is further supported in the print workbook.

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.

YOUR TURN

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

What is the name of the city?

Where is it exactly?

What is special about it?

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

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

Useful phrases

Places in a city: galleries, markets, museums, waterfront, suburbs, parks, shopping, dining, modern, multicultural, art and, (check out, hang out, get around, (it's) close to ... / conveniently ...

Adjectives to describe a city: peaceful, vibrant, futuristic, historic, modern, multicultural, art and, (check out, hang out, get around, (it's) close to ... / conveniently ...

Future happen: I'm going to ... / I'm planning to ... / I'm thinking of ... / I'm considering ... / I'm looking forward to ... / I'm excited about ... / I'm interested in ... / I'm curious about ... / I'm wondering about ... / I'm thinking about ... / I'm considering ... / I'm looking forward to ... / I'm excited about ... / I'm interested in ... / I'm curious about ... / I'm wondering about ...

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 off each skill your partner uses.

Useful phrases: I'm going to ... / I'm planning to ... / I'm thinking of ... / I'm considering ... / I'm looking forward to ... / I'm excited about ... / I'm interested in ... / I'm curious about ... / I'm wondering about ...

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

Feedback: I really liked ... / I liked ... / I enjoyed ... / I thought ... / I was impressed by ... / I was surprised by ... / I was interested in ... / I was curious about ... / I was wondering about ... / I was thinking about ... / I was considering ... / I was looking forward to ... / I was excited about ... / I was interested in ... / I was curious about ... / I was wondering about ...

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

Presentation 3

MODEL PRESENTATION

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

also but finally definitely museums grew up in

Today, I'm going to tell you about a great city that I visited last year—Toronto. Toronto is the most populous city in Canada. According to the 2011 census, Toronto had a population of almost three million people and it's the fourth largest city in North America. It's a really big city and a cosmopolitan place. I stayed for a week with my friend John, who is from Toronto. He has lived in Toronto for about 20 years. He told me about the downtown area where many things to do and places to see. I visited a lot of museums, and art galleries, and in the evenings I went out to some great restaurants. Toronto is also well known for its music scene—I managed to go to a concert where I saw some really cool bands. While I was there, my brother Jack thought was to Lawrence Market. According to National Geographic, it is the world's best kept market, and I could see why. You can spend hours there looking at and buying some of the best food and drink. I'm looking forward to going back. I'm sure I'll be able to find a job there and make Toronto my home. It's definitely worth a visit, but who knows? Thank you so much.

B Watch the presentation and check your answers.

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

The speaker:

- ☐ also identifies the subject
- ☐ summarizes the presentation
- ☐ checks the presentation effectively
- ☐ connects background information
- ☐ names key points
- ☐ uses their voice effectively
- ☐ adds an example
- ☐ uses supporting evidence
- ☐ uses an effective style

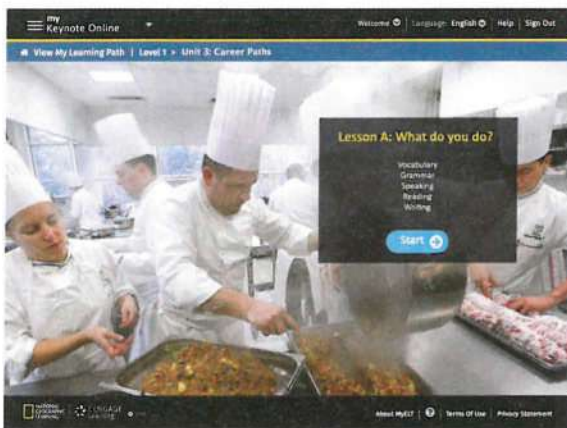
A **model presentation** gives students a model to consolidate language and presentation skills from preceding units.

Keynote Technology Components

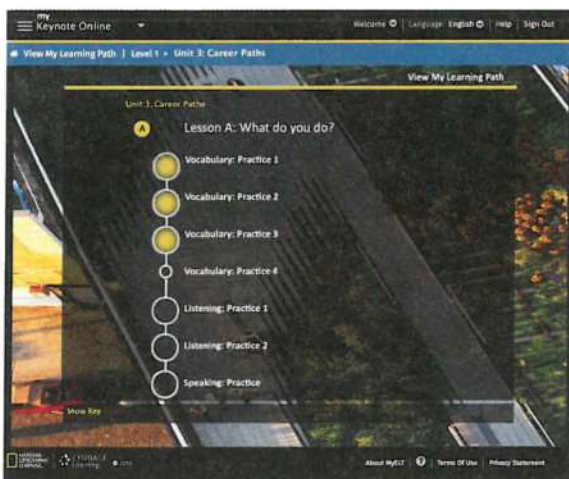


My Keynote Online

My Keynote Online provides:



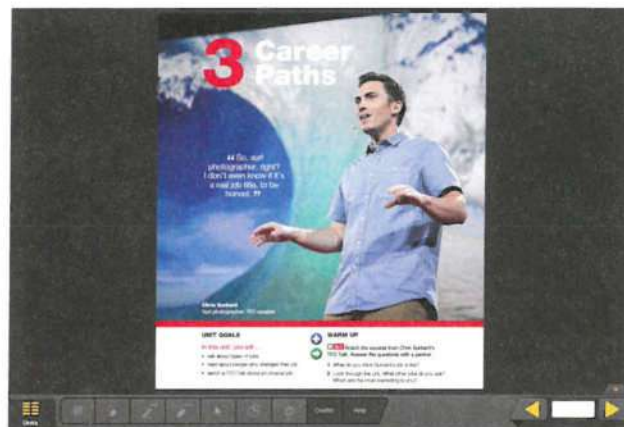
- reinforcement activities tied to each lesson in the Student Book



- a smart learning path that automatically provides additional support in grammar and vocabulary as needed and point-of-use access to all of the videos and the Student eBook

Classroom Presentation Tool

The **Classroom Presentation Tool** for each level brings the classroom to life through:



- complete, interactive versions of the Student Book pages featuring point-of-use access to all of the videos



- additional communicative classroom activities



- instructional support

- animated videos that support the listening activities

1 Protectors



Munir Virani
Biologist, TED speaker

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

UNIT GOALS

In this unit, you will ...

- talk about endangered and threatened animals.
- read about why vulture numbers are declining.
- watch a TED Talk about the importance of saving vultures.

WARM UP

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

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

13

UNIT GOALS

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

TED Speaker

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

TED Talk Summary

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

Idea Worth Spreading

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

1

Protectors

WARM UP

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

Language Note

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

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

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

1.1 Play the preview clip of the TED Talk.

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

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

Content Note

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

1A

Animals under threat

LESSON OVERVIEW

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

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

VOCABULARY

A Have students work individually to read the paragraph and complete the chart.

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

B Have students work in pairs. Then go around the class eliciting examples of each category from each pair.

C Read the task aloud. Model the example with a volunteer. Elicit the meaning of *endangered*. Point out that students may be guessing their answers, but that's okay. Tell pairs to name as many endangered animals as they know. After they discuss, have them go online to check the animal's actual conservation status.

Language Note

Some additional animals in each category:

Reptiles: *alligators, lizards, geckos, chameleons*

Mammals: *dolphins, elephants, apes, koalas, dogs, mice* (Humans are mammals.)

Fish: *swordfish, goldfish, clownfish, carp (koi)*

Birds: *vultures, hawks, pelicans, sparrows, parrots*

Insects: *grasshoppers, ladybugs, cicadas, beetles* (Note that spiders are a part of another family: Arachnid.)



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

1A Animals under threat

VOCABULARY Types of animals

A Read the paragraph about Joel Sartore's Photo Ark project. Complete the table with the words in **bold**.

Joel Sartore's Photo Ark project started with endangered **amphibians**. Sartore wanted to do something to show these species to the world before they were gone forever. Soon, Sartore heard about other species in trouble—**mammals, reptiles, birds, fish, insects**. Now, he photographs anything that will stay still long enough for him to take a photo.

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

B Work with a partner. Add one more animal to each of the categories in the table.

C What animals do you know that are endangered? Discuss with a partner.

I think most species of tigers are endangered.

Yeah, I think you're right.

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Amphibians: *newts, sirens* (There are a large variety of species of frogs and toads.)

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

LISTENING Moving people to action

Listening for gist

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

- A** ▶ **1.2** Watch photographer Joel Sartore talking about the Photo Ark.

What does he mean when he talks about "moving people to action?"
He's referring to the way his photos can motivate people

- B** ▶ **1.2** Watch again. Complete the sentences with the words you hear.

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



Photographer Joel Sartore

C CRITICAL THINKING

Evaluating Do you agree that photographs can "move people to action?" Discuss with a partner.
Answers will vary

SPEAKING Talking about endangered animals

- A** ▶ **1.3** What is the biggest threat to the Sumatran elephant? *People are cutting down the rain forest.*

A: Hey! Check out these elephants.

B: Cool! Are they African elephants?

A: No, they're Sumatran elephants. Oh, how awful. It says here that they are facing extinction. *are endangered / could become extinct*

B: That's terrible. Does it say why?

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

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

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

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

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

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

Animal	Where do they live?	Why are they endangered?

Mountain gorillas live in Africa.

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

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SPEAKING

- A** Ask students to read along as they watch.

- ▶ **1.3** Play the audio/video. Have students check answers in pairs. Elicit the other threat to the elephants that the speakers talk about. (hunting and killing)

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

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

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

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

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

LISTENING

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

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

- ▶ **1.2** Play the audio/video. Check answers as a class.

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

- ▶ **1.2** Play the audio/video. Check answers as a class.

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

1B

How we're helping

LESSON OVERVIEW

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

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

LANGUAGE FOCUS

A ▶ **1.4** Play the audio/video as students read along. Then give them additional time to look over the infographic. Note that there is one more category not shown in the Infographic: Extinct in the wild. (This comes just before Extinct.) Elicit ideas about why reindeer populations are healthy. Note that students will be guessing.

B Have students preview the task. Read the name of each fish aloud so students can hear the pronunciation.

▶ **1.5** Play the audio/video. Check answers as a class.

Elicit answers to more detailed questions about the audio. For example, ask, *Why is the bigeyed tuna threatened?* (overfishing) If necessary, elicit or explain the meaning of *overfishing*.

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

▶ **1.6** Play the audio/video, stopping to have students repeat. Draw their attention to questions and replies with *does* versus *is*.

Review the difference between the simple and *-ing* forms of the present tense. Direct students to page 155 for additional information.

1B How we're helping

LANGUAGE FOCUS Discussing conservation status

A ▶ **1.4** Read the information. Why do you think reindeer populations are healthy? *Answers will vary*

RISKS OF EXTINCTION

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



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

1 barracuda: least concern 2 bigeye tuna: vulnerable 3 silver trout: extinct

C ▶ **1.6** Watch and study the language in the chart.

Describing events in the present

Every year, the Arctic freezes and melts.

Polar bears live in the Arctic.

Polar bears hunt seals.

Does a vulnerable species have any living individuals? Yes, it does.

Does an extinct species have any living individuals? No, it doesn't.

Our planet's temperature is rising.

Polar bears are now losing their hunting grounds.

These days, polar bear numbers are declining.

Is the world's climate changing?

Yes, it is.

Is the Earth's temperature falling?

No, it isn't.

Why are polar bear numbers decreasing?

Because it's harder for them to hunt seals.

For more information on **simple present** and **present continuous**, see Grammar Summary 1 on page 155.

16

Grammar Note

The language chart introduces simple present and present continuous tenses.

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

D Match each question to the best response.

- | | |
|---|--|
| 1 Do orangutans live in Southeast Asia? | Yes, it does. |
| 2 Where do they spend most of their time? | Yes, they do. |
| 3 Are their numbers declining? | They're trying to protect the forests. |
| 4 Why are the numbers dropping? | They usually live in trees. |
| 5 What are people doing to protect them? | It's mainly because of habitat loss. |
| 6 Does poaching threaten them, too? | Yes, they are. |

E Circle the correct words.

- The green sea turtle **(gets / is getting)** its name from the color of its skin.
- On average, they **(live / are living)** up to 80 years.
- Every year, they **(lay / are laying)** thousands of eggs on Florida's beaches.
- Because of laws protecting their nesting sites, their numbers **(rise / are rising)**.
- The U.S. Fish and Wildlife Service **(considers / is considering)** changing their status from endangered to threatened.

F **1.7** Complete the information with the correct form of the words in the box. Listen and check your answers.

do have kill (not) hurt rise (not) want

Every year, poachers ¹ kill over 1,000 rhinos in southern Africa. They hunt them for their horns because some people believe the horns ² have special medicinal value. The Rhino Rescue Project ³ is doing something about it. They are able to make the horn lose its value. But how?

They inject a poison into the horns of living animals. The poison ⁴ doesn't hurt the rhino, but it makes the horn useless as medicine. Consumers ⁵ don't want horns that can make them feel sick. These actions are working. Rhino numbers ⁶ are rising slowly.



SPEAKING Protecting species

A Work with a partner. What do you know about these two animal species?

Bengal tigers kiwis

B You are going to learn about these species. **Student A:** Turn to page 141. **Student B:** Turn to page 142.

17

SPEAKING

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

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

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

D Have students work individually. Check answers as a class. If necessary, explain the meaning of *orangutan*.

E Have students work individually to complete the activity. Tell them to use the language chart as support. Ask them to check answers in pairs by reading the sentences aloud to make a paragraph about sea turtles.

F Have students work individually to write the correct form of the verb.

1.7 Play the audio/video to check answers. Elicit or explain the meaning of *poachers*, and explain that this is another reason why some animals are endangered.

Content Note

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

Vultures in danger

LESSON OVERVIEW

Aims: Read and comprehend an article about the decline in the vulture population; understand gist and main ideas; understand cause and effect

Target Vocabulary: common, community, government, treat, worried

Reading Summary: The world's vulture population is in danger due to secondary poisoning. In the 1990s, the vulture population in India experienced one of the fastest declines of a bird species. The cause was discovered to be connected to a drug given to cows that was deadly to vultures. India was able to slow down the decline by banning the drug, but now a similar problem is happening in Africa. Without action taken to save the vultures, they may be extinct in 50 to 100 years.

PRE-READING

Ask students to write their guesses. Note that they've already discussed this question in the **Warm Up**. Tell them to make guesses now using any information they've picked up in the unit so far, or background knowledge they already have about endangered species. Elicit ideas and write them on the board.

1.8 Play the audio as students read along. Check answers to the question as a class.

Point out the glossary at the bottom of the reading with the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with.

★ CHALLENGE Have students practice scanning by looking quickly for the reasons given in the passage before reading.



Without protection, many believe vultures could soon be extinct.

Vultures in danger

PRE-READING Predicting

Discuss with a partner. Why do you think vultures might be in danger? Check your ideas as you read the passage. **Answers will vary**

1.8

¹ In the early 1990s, something began to happen to India's vultures. Once, tens of millions of these birds filled the skies. Then, suddenly, they began to die out. In less than a decade, the three most common Indian vulture species declined by more than 95 percent. The Oriental white-backed vulture population—once the most common large bird of prey¹ in the world—fell by an incredible 99.9 percent. It was one of the fastest population collapses of any bird species in history.

² Scientists eventually traced the cause of the decline to a pain-killing drug called diclofenac, which was used to **treat** sick livestock. Although safe for cows, it is deadly to vultures. Any vulture feeding on the flesh² of a cow treated with diclofenac soon becomes ill. Millions of vultures died as a result. To stop the decline, India's **government** banned the drug's use on animals in 2006. Today, the country's vulture decline is slowing.

¹ **bird of prey:** n. a bird that eats other animals

² **flesh:** n. the soft part of the body between the bones and skin

³ Conservationists are now **worried** something similar may be happening in Africa. The continent has already lost one of its eleven vulture species, and seven others are endangered. As with India, a major threat is poisoning. In rural **communities**, it is **common** for herders to lose cows and other livestock to predators. When a lion attacks and kills a cow, the farmers often put poison in the cow's carcass.³ This kills the lion when it returns to feed. However, vultures also die from the poison when they feed off a poisoned carcass. Researchers believe this may be the cause of over 60 percent of vulture deaths across Africa.

⁴ Hopefully, Africa can learn from India's recent successes. Vultures may not be cute, say conservationists, but they are one of nature's most important scavengers.⁴ Without protection, Africa's vultures may be extinct within the next 50 to 100 years.

³ **carcass:** n. the body of a dead animal

⁴ **scavenger:** n. an animal that eats dead animals or plants

Language Note

A *decade* is a time period of ten years.

The noun *livestock* refers to farm animals like cows, sheep, etc.

To *ban* means not allow. When a government bans something, it becomes illegal.

A *conservationist* is someone who is committed to helping and protecting the environment.

UNDERSTANDING GIST

According to the passage, which of these best describes vultures?

- a birds that spread diseases
- b endangered birds that need our help
- c the African lion's best friend
- d the strangest of all bird species

UNDERSTANDING MAIN IDEAS

Match the paragraph with the main question it answers. One question is extra.

- | | |
|---------------|---|
| 1 Paragraph 1 | Why are vulture numbers in Africa declining? |
| 2 Paragraph 2 | Why did vulture populations decline in India? |
| 3 Paragraph 3 | Why is it important to protect Africa's vultures? |
| 4 Paragraph 4 | What will happen to India's vultures in the future? |
| | What happened to India's vultures in the 1990s? |

UNDERSTANDING CAUSE AND EFFECT

Why have vulture numbers declined? Use the sentences (a–f) to complete the summary.

- a A farmer places poison inside a cow's dead body.
- b People give a drug to sick cows.
- c Vultures eventually die due to diclofenac poisoning.
- d Both lions and vultures feed on a cow, and they die from poisoning.
- e A lion attacks and kills a cow, so the herder decides to kill the lion.
- f Vultures start to get sick after they feed on a cow treated with medicine.

India: b → f → c Africa: e → a → d

BUILDING VOCABULARY

A Match each word in blue from the passage to its definition.

- | | |
|--------------|---|
| 1 treat | the group of people who control a country |
| 2 worried | usual; happening often |
| 3 common | thinking about future problems |
| 4 community | a group of people who live in the same area |
| 5 government | to try to make a sick person or animal well again |

B CRITICAL THINKING

Reflecting Discuss the questions with a partner.

- 1 What might be some ways to protect the vultures in Africa? *Answers will vary*
- 2 What are some other ways farmers could protect their cows instead of using poison? *Answers will vary*

attention to what happened in India versus what is happening in Africa.

BUILDING VOCABULARY

A Ask students to go back to the reading to see each word used in context. Have students work individually, and then check answers as a class. Elicit new sentences with each vocabulary word.

B **CRITICAL THINKING** Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in pairs. Encourage partners to share ideas and brainstorm more together. Then elicit ideas from each pair. Write them on the board. See **Content Note** for a successful idea for dealing with predators and cattle.

➔ **EXTENSION ACTIVITY** Have students work in small groups. Ask them to go online to find an organization that is trying to help vultures. Tell them to compare what this organization is doing with their ideas from **Critical Thinking**. Are there any similar ideas?

Content Note

Richard Turer, a young man from Kenya, gave a TED Talk at age 13 to share news about an invention he made that uses lights to scare away lions and keep his family's cattle alive. Have students watch his TED Talk, "My invention that made peace with lions." This solution can also help the vultures as it avoids using poison.

UNDERSTANDING GIST

Elicit a review of the meaning of *gist* as students learned in **Lesson A**. Have students work individually to complete the activity. Check answers as a class.

UNDERSTANDING MAIN IDEAS

Explain that *main ideas* are the basic points that the author is making in the passage, and each paragraph has a main idea that is stated in a topic sentence. The topic sentences all support the overall main idea of the entire passage, the thesis.

Have students work individually. Check answers as a class.

★ **CHALLENGE** Ask students to also identify the main purpose of the article: to educate readers about the vulture population decline.

UNDERSTANDING CAUSE AND EFFECT

Explain that another term for *cause and effect* is *reason and result*. Have students work individually before checking answers in pairs. Note that both situations involve cows, so students will have to pay careful

1D

Why I love vultures

LESSON OVERVIEW

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

Target Vocabulary: creature, ecological, greedy, vital

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

PREVIEWING

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

VIEWING

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

▶ 1.9 Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. Explain that New World (the Americas) and Old World (Europe, Africa, Asia) are categories used currently to identify a species' origins that refer to outdated geographic labels used after the exploration of the Americas in the 1500s. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *bad press*, *putridity*, *bacteria*, *anthrax*, *decompose*, and *ramifications*.

1D Why I love vultures

TED TALKS

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



PREVIEWING

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

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

VIEWING

A ▶ 1.9 Watch Part 1 of the TED Talk. Complete the notes.

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

B ▶ 1.10 Watch Part 2 of the TED Talk. Circle the correct option to complete each sentence.

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

C CRITICAL THINKING

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

20

B Have students preview the task.

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

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

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS Signposting with questions

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

- A** ▶ **1.12** Watch the excerpt. Complete the question Virani asked near the start of his presentation.

"First of all, why do they have such a bad press?"

- B** ▶ **1.13** Match the questions Virani asks with the responses he gives. Watch and check your answers.

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

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

Key points Answers will vary

Questions

- | | |
|---------|---------|
| 1 _____ | _____ ? |
| 2 _____ | _____ ? |
| 3 _____ | _____ ? |



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

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VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

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

- A** Have students preview the task.

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

- B** Have students work individually.

- ▶ **1.13** Play the video to check answers.

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

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

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

Language Note

Part 1

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

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

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

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

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

Part 2

A *transmitter* is a tracking device.

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

1E

Which to save?

LESSON OVERVIEW

Aims: Present about an endangered species; practice presenting an argument; write a persuasive essay

COMMUNICATE

A Have students work in pairs. Tell them to guess the species' names based on types of those animals that they know. Point out that they are making guesses, so it's okay to be incorrect.

B Divide the class into groups of four. Explain that they are all members of an organization working to save animals, and they must decide which animal to spend their budget money on. Ask each member to choose a different animal, or if necessary, assign an animal to each group member. Ask students to study the information for their animal, make notes, and decide which information to present.

C Read the phrases for **Presenting arguments** aloud. Explain that students can use any of these phrases during their presentations to try to persuade their group members. Remind students that they want to show the group members why their animal is the most in need of help. Encourage students to use only their notes and not to read directly from the textbook.

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

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

1E Which to save?

COMMUNICATE A group decision

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



Indian python



Frigate Island beetle



bluefin tuna



marine iguana

B Work in groups of four. You are members of an organization that raises money to protect endangered species. **Student A:** Turn to page 141. **Student B:** Turn to page 142. **Student C:** Turn to page 144. **Student D:** Turn to page 146. Read the information and make notes about your animal.

C Your organization only has enough money to help save one animal. Use your notes and take turns presenting the information you learned about your animal to your group. Then, work together to choose the one animal you are going to save.

Presenting arguments

For one thing ... Something else to consider is ... The most important thing is ...

D Compare your group's decision with others in the class. Which animal was most popular? Why do you think this was the case?

WRITING An endangered species

Write about an animal you think needs protection.

An animal that needs our protection is the polar bear. Rising sea levels are threatening its survival. We have a responsibility to save polar bears because humans caused climate change.

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WRITING

Tell students to write a persuasive paragraph, similar to the model. Explain they can use any animal they want. Ask them to use the language they've learned in the unit to write a persuasive argument.

Read the model aloud as students read along. Encourage students to first write basic information about the animal, including the reason it is facing extinction, and then make a persuasive argument to protect it. Point out that students don't have to suggest solutions but simply

implore others to support their cause, like the TED speaker did in **Lesson D**. Have students share their paragraphs with a partner.

+ EXTENSION ACTIVITY Ask

students to use the information in their paragraphs to give a presentation to the class. Tell them to also include ideas on how to protect the animals. Let them do more research online if necessary. Encourage them to use questions for signposting in their presentations.

2 Family Connections

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

A. J. Jacobs
Writer, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about your immediate and extended family.
- read about researching family trees.
- watch a TED Talk about how we are all connected.

WARM UP

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

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

UNIT GOALS

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

TED Speaker

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

TED Talk Summary

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

Idea Worth Spreading

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

2

Family Connections

WARM UP

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

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

Language Note

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

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

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

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

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

2A

Family ties

LESSON OVERVIEW

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

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

VOCABULARY

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

2.2 Play the audio and check answers as a class.

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

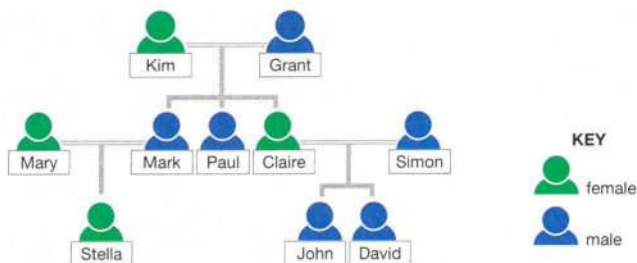
B Have students work in pairs. Explain that they should describe the person in their family in a similar style as in the example. Model the example. Point out that they should make it like a quiz to test each other's vocabulary for talking about relatives.

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



VOCABULARY Extended family

A 2.2 Look at the family tree. Complete the sentences using the words in the box. Listen and check your answers.



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

- Kim is Mary's mother-in-law.
- Stella is John's cousin.
- Grant is John's grandfather.
- Simon is Kim's son-in-law.
- John is Grant's grandchild.
- Simon is Paul's brother-in-law.
- Stella is Claire's niece.
- David is Mark's nephew.

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

Joanna is my mother's father's mother.

Is she your great-grandmother?

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Language Note

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

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

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

LISTENING My family history

Listening for contractions versus possessives

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

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

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

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

Canada
Italy

England
Romania

France
Scotland

Hungary
Singapore

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

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

C CRITICAL THINKING

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



SPEAKING Talking about family

- A** ▶ **2.4** Where are they going to hold the family reunion? Why?
At a restaurant. It's a big family and the house is too small.

A: What are you doing for the Lunar New Year?

B: Not much. How about you? *Do you have any plans?* *What are you doing? / What are your plans?*

A: I'm going to spend it with my family. Every year, we have a family *reunion*. *get-together / gathering*

B: That sounds fun. Do you have a big family?

A: Yeah. My mother has seven siblings, so I have more than twenty cousins.

B: Wow! Are they all coming to your *place*? *house / apartment*

A: Oh, no. We're going to a restaurant. Our house is *way* too small. *much / far*

B: Well, have a good time.

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

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

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

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EXTENSION ACTIVITY Ask

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

SPEAKING

- A** Read the question aloud that students are listening for. Ask students to read along as they watch.

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

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

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

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

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

LISTENING

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

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

▶ **2.3** Play the audio/video. Check answers as a class.

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

▶ **2.3** Play the audio/video. Have students check answers in pairs.

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

2B

Generations

LESSON OVERVIEW

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

Infographic Summary: Interesting facts about unusual families are introduced.

LANGUAGE FOCUS

A ▶ **2.5** Play the audio/video as students read along. Then give them time to look over the infographic. Check answers as a class. Note that the families have all set world records.

B Have students preview the task.

▶ **2.6** Play the audio/video. Check answers as a class. Explain the relationship of *second cousin once removed*. (your parent's first cousin's child's child)

C Have students read over the language chart.

▶ **2.7** Play the audio/video, stopping to have students repeat each sentence. Draw their attention to Yes/No questions and answers versus those with an explanation. Direct students to page 155 for additional information.

2B

Generations

LANGUAGE FOCUS Discussing plans and arrangements

A ▶ **2.5** Read the information. Which record do you find the most amazing?

FAMILY RECORDS



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

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



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

B ▶ **2.6** Listen to someone telling his friend about some people he's going to meet this weekend. Circle the relationships.

a Chris is his (first second) cousin.

b Emily is Chris's (niece daughter).

C ▶ **2.7** Watch and study the language in the chart.

Talking about future plans

I'm leaving for the reunion on Thursday.
I'm not leaving on Friday.
Are you going alone?
When are you coming back?

Yes, I am. / No, I'm not.
I'm coming back on Sunday.

I'm going to see my nephew this weekend.
I'm not going to stay for very long.
Are you going to meet your aunt and uncle?
What are you going to do afterwards?

Yes, I am. / No, I'm not.
I'm going to visit a few old friends.

For more information on **future forms**, see Grammar Summary 2 on page 155.

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Grammar Note

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

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

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

- D** ▶ **2.6** Circle the correct words to complete the sentences from the conversation in **B**. Listen again to check your answers.

- 1 "Are you (do/doing) anything interesting this weekend?"
- 2 "I'm going to (meet/meeting) my second cousin."
- 3 "He's (bring/bringing) his daughter."
- 4 "I'm going to (ask/asking) Chris to help me find out more."
- 5 "Where are you (meet/meeting) them?"

- E** Unscramble the questions. Then ask and answer them with a partner.

- 1 this weekend / seeing / are / your grandparents / you
Are you seeing your grandparents this weekend? ?
- 2 is going / which family member / to visit you / next
Which family member is going to visit you next? ?
- 3 with your family / spending / you / are / your next vacation
Are you spending your next vacation with your family? ?
- 4 you / anyone in your family / speaking with / are / this evening
Are you speaking with anyone in your family this evening? ?

- F** ▶ **2.8** Read the paragraph. Find and correct four mistakes. Listen and check your answers.

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



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

SPEAKING My family

- A** Walk around the room and find a different person who answers yes to each question. For each yes answer, ask a follow-up question. Take notes.

Find someone who ...	Name	Extra information
is going to call a family member later today.		
is meeting a family member this weekend.		
is going on a family vacation soon.		
has both a niece and a nephew.		
is going to a wedding soon.		
has three or more siblings.		

Are you going to call a family member later today?

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

- B** Share the most interesting information with the class.

SPEAKING

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

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

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

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- D** Have students work individually.

- ▶ **2.6** Play the audio/video to check answers.

- E** Have students work individually to unscramble the questions. Tell them to use the language chart as support. Check answers as a class. Then have students ask and answer the questions in pairs.

- F** ▶ **2.8** Have students work individually to find and correct the mistakes in the paragraph. Play the audio/video and check answers as

a class. Ask volunteers to read one sentence each in its correct version.

- ➔ **EXTENSION ACTIVITY** Further consolidate **Activity E** by having students write their answers to the questions. Encourage students to add extra details where necessary.

Genealogy

LESSON OVERVIEW

Aims: Read and comprehend an article about researching your family tree; understand purpose and details.

Target Vocabulary: adopt, ancestor, trace, wealth, with ease

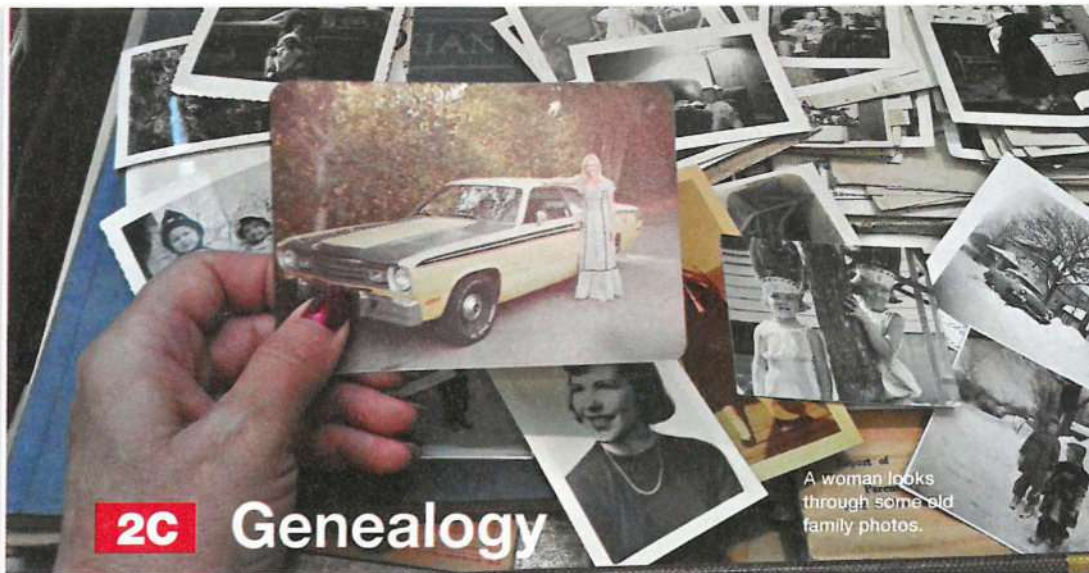
Reading Summary: Searching for information about personal ancestry is one of the most popular activities on the Internet. People mostly do this to find lost relatives or biological families for adopted children, but they also do it because they're curious to find out who they are related to. TED speaker A. J. Jacobs used Geni.com to connect himself to a family tree of 75 million people. He believes that understanding we're all actually related is important for uniting humanity.

PRE-READING

Have students work in pairs. Tell them to brainstorm a list of reasons why people may want to know more about their family history. Elicit ideas and write them on the board. Then have students scan to find the answers. Elicit the reasons. The reasons mentioned in the passage are *claims to wealth and power, reconnecting with lost relatives, finding birth parents, finding a famous connection, and curiosity.*

2.9 Play the audio as students read along. Point out the glossary at the bottom of the reading with the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with.

EXTENSION ACTIVITY Have students work individually to make a list of questions they have about their own ancestry. Tell them to write five questions about people in their family tree that they'd like to know more about.



A woman looks through some old family photos.

2C Genealogy

PRE-READING Scanning

Work with a partner. Think of some reasons why people might search for information on their family history. Discuss your ideas. Then scan the passage to see if your ideas are mentioned. *Answers will vary*

2.9

1 Genealogy, the study of family history, is certainly nothing new. Family trees have been used for thousands of years to demonstrate claims to **wealth** and power. But the rise of the Internet has given the pursuit an explosion of new life.

2 According to some sources, genealogy is now one of the most popular topics on the Internet. Modern genealogists have a huge amount of information available online, and are able to connect with people from all around the world **with ease**. One popular ancestry website provides access to approximately 16 billion historical records. Its two million subscribers¹ have added 200 million photographs, documents, and stories to connect with 70 million family trees.

3 But what's behind our motivation to find out about our **ancestors**? Some people may have specific reasons. **Tracing** your family tree may help you reconnect with lost relatives. **Adopted** children

can find out more about their birth parents. Others may want to discover a connection to a historical figure. Perhaps the most common motivation, though, is simply curiosity—a desire to better understand our place in the world. Genealogy can show our connections with people from entirely different backgrounds. As Helen Keller² once said, "There is no king who has not had a slave³ among his ancestors, and no slave who has not had a king among his."

4 A. J. Jacobs's interest in genealogy started when he received an email from his twelfth cousin. Since then, Jacobs has joined one of the world's biggest family trees on Geni.com, which includes more than 75 million people. Jacobs believes that if we all realized that we're connected in this way, a lot of the problems in the world could be solved. As Jacobs says, "We're not just part of the same species. We're part of the same family."

¹ **subscriber:** *n.* someone who pays to get access to a website or to receive copies of a newspaper or magazine

² **Helen Keller:** *n.* an American writer, educator, and activist who was both blind and deaf

³ **slave:** *n.* a person who is the legal property of another person

Language Note

A *claim* is a demand that you are owed something.

Birth parents refers to your biological parents who gave birth to you.

The noun *figure* refers to a person of significance. A *historical figure* is an important person in history.

Skill Note

Scanning involves reading quickly for specific information, whereas skimming is done to get a main idea. While scanning, students should stop when they come to information that they think is relevant to what they are searching, and then read more carefully.

UNDERSTANDING PURPOSE

Read the passage. What is the main purpose?

- a to explain the history of genealogy
- b to teach the reader how to research their family tree
- c** to explain why people are interested in genealogy

UNDERSTANDING MAIN IDEAS

Match each paragraph to its main idea.

- | | | |
|---------------|--|---|
| 1 Paragraph 1 | | People search for their ancestors for a variety of reasons. |
| 2 Paragraph 2 | | Genealogy could help solve problems in the world. |
| 3 Paragraph 3 | | Genealogy is very popular on the Internet. |
| 4 Paragraph 4 | | Genealogy is not new, but the Internet is changing it. |

UNDERSTANDING DETAILS

Answer the questions. Circle the correct option.

- 1 What proof is given that genealogy is popular on the Internet?
 - a the number of Internet searches
 - b** statistics from an ancestry website
- 2 Which of these is given as a reason for an interest in genealogy?
 - a to see if an ancestor had a medical condition
 - b** to find lost family members
- 3 What does Helen Keller's quote mean?
 - a** Everyone is connected to people from different backgrounds.
 - b People often use genealogy to show a connection to rich people.
- 4 Why did A. J. Jacobs become interested in genealogy?
 - a He found out he was related to a famous person.
 - b** A distant relative contacted him.

BUILDING VOCABULARY

A Match each word in **blue** from the passage to its definition.

- | | | |
|--------------------|--|---|
| 1 wealth | | possession of a large amount of valuable things |
| 2 with ease | | to find or discover |
| 3 ancestors | | legally raised as your own child |
| 4 trace | | people in your family from past times |
| 5 adopted | | without difficulty |

B CRITICAL THINKING

Applying To find out more about your family history, who would you talk to first? What questions would you ask? Discuss with a partner.

BUILDING VOCABULARY

A Ask students to go back to the reading passage to see each word used in context. Have students work individually before checking answers as a class. Elicit example sentences for each vocabulary word.

B CRITICAL THINKING Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in pairs. Encourage partners to share ideas and brainstorm more together about other ways to find out about their family histories. Ask for volunteers to share who they would ask for family history information and what kind of questions they would ask.

➔ EXTENSION ACTIVITY Have students work individually to find out more about their family history. Ask students to go home and talk to a relative or someone who knows about their family, or have them go online to an ancestry website. Tell them to write a short essay about what they found, and what other information they would like to know about their family tree or history.

Content Note

Many genealogy sites, such as Geni.com, charge a fee to use their databases. However, many offer free trials or free downloads of family trees, etc. If students plan to go online to research their ancestry, tell them to pay careful attention to whether or not a site asks for payment.

UNDERSTANDING PURPOSE

Have students work individually to complete the activity. Note that students are being asked to identify why the author wrote the passage. Explain that while the passage introduces a useful website for searching for ancestor information, and discusses the benefits of being connected, the main purpose is to explore why researching genealogy is so popular.

UNDERSTANDING MAIN IDEAS

Explain that the *main ideas* are the basic points that the author is making and

each paragraph has a main idea stated in a topic sentence. The topic sentence supports the overall main idea of the entire passage, the thesis statement.

Have students work individually. Check answers as a class, eliciting where each main idea is found in the passage.

UNDERSTANDING DETAILS

Explain that *details* support the main idea (topic sentence) of each paragraph and the overall main idea (thesis statement). Elicit some examples of supporting details. (statistics, stories, examples, quotes) Have students work individually before checking answers as a class.

2D

The world's largest family reunion

LESSON OVERVIEW

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

Target Vocabulary: family reunion, fascinating, shared history

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

PREVIEWING

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

VIEWING

A Have students preview the topic choices before listening for them. Encourage them to predict what they are going to hear. Note that they may be able to predict the three topics based on what they've learned so far in the unit.

2.10 Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. Explain the meaning of any unfamiliar language. Suggestions

2D

The world's largest family reunion

TED TALKS

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



PREVIEWING

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

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

VIEWING

A **2.10** Watch Part 1 of the TED Talk. Check [✓] the points Jacobs makes.

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

B **2.11** Watch Part 2 of the TED Talk. Jacobs gives four reasons why a world family tree is a good idea. Match each idea to a supporting detail.

Main ideas

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



Supporting details

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

C **2.12** Watch Part 3 of the TED Talk. Complete the notes.

Event The biggest family reunion in history.

Activities Exhibits, food, music, a day of speakers.

Who's invited? everyone

30

for Part 1 include *aristocrats*, and *crowdsourcing*.

descendant, *accumulate*, *bias*, and *bigot*.

B Have students preview the task. Remind students that they discussed this question in the **Warm Up**.

2.11 Play Part 2 of the TED Talk. Check answers as a class. Ask students how Jacobs's answer compares to their discussion about reasons for a world family tree in the **Warm Up**. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *unprecedented*, *migrate*, *bring (something) alive*, *engaged*,

C Give students time to look over the notes. Elicit a general explanation of what the notes are about. (an event) Tell students to listen carefully for more details as they watch the last part of the video.

2.12 Play Part 3 of the TED Talk. Have students check answers in pairs.

Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *throw a party*, *in history*, and *venue*.

D CRITICAL THINKING

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

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS Personalizing a presentation

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

A 2.14 Watch the excerpt. What does Jacobs do to personalize the presentation?

- a He talks about his uncle.
- b He shows a photo of a family member.
- c** He tells a personal story.

B Jacobs personalizes his presentation in other ways. Match the phrases below.

2.15 Watch the excerpts to check your answer.

1 “[Genealogy] brings history alive.”

2 “Now, I know there are family feuds.”

3 “So that’s 75 million people connected by blood or marriage.”



“I have three sons, so I see how they fight.”

“Here’s my cousin Gwyneth Paltrow. She has no idea I exist, but we are officially cousins.”

“I found out I’m connected to Albert Einstein, so I told my seven-year-old son that, and he was totally engaged.”

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

the cost of living climate change an endangered animal



A. J. Jacobs at the Global Family Reunion

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

Language Note

Part 1

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

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

Part 2

Something *unprecedented* has never been done before.

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

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

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

Part 3

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

A *venue* is where an event happens.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

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

A Have students preview the task.

2.14 Play the video. Check answers as a class.

B Have students work individually to match the phrases.

2.15 Play the video to check answers.

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

2E

One big happy family

LESSON OVERVIEW

Aims: Create and discuss a fictional family tree; use language to check information; write a group email about a family gathering.

COMMUNICATE

A Have students work in groups of four. Explain that each group member will have different information about an extended family. Tell students that they will piece together the information to complete the family tree on page 147 of the Student Book. Have students turn to the appropriate page and read their information.

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

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

WRITING

Tell students that it's their turn to plan a big family reunion like A. J. Jacobs. Ask them to think about where and when the party should be, as well as any other details that attendees need to know. Ask them to use the language they've learned in the unit to write the email about the future plan. If necessary, review the grammar introduced in **Lesson B**.

Read the model aloud as students read

2E

One big happy family

COMMUNICATE Family tree

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

Student A: Turn to page 141. **Student B:** Turn to page 142.

Student C: Turn to page 144. **Student D:** Turn to page 146.

B Read out pieces of information and ask each other questions to find how everyone is related to each other. Complete the family tree on page 147.

Alice is Steve's wife.

OK. Do they have any children?

Yes, they have a daughter called ...



Checking information

John is ..., isn't he?

Are you saying that they're?

So you said that ... ?

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

WRITING An invitation

You are organizing a reunion for your family. Decide when, where, and how long it's going to be. Write a group email to your family members telling them the details.

Hi everyone!

I have great news! I am currently organizing a family reunion, and you're all invited! It's going to take place next July 22–23 during the summer break. It's only going to be two days, but you can stay longer if you like. It's going to be at ...

A family portrait, Idaho, United States



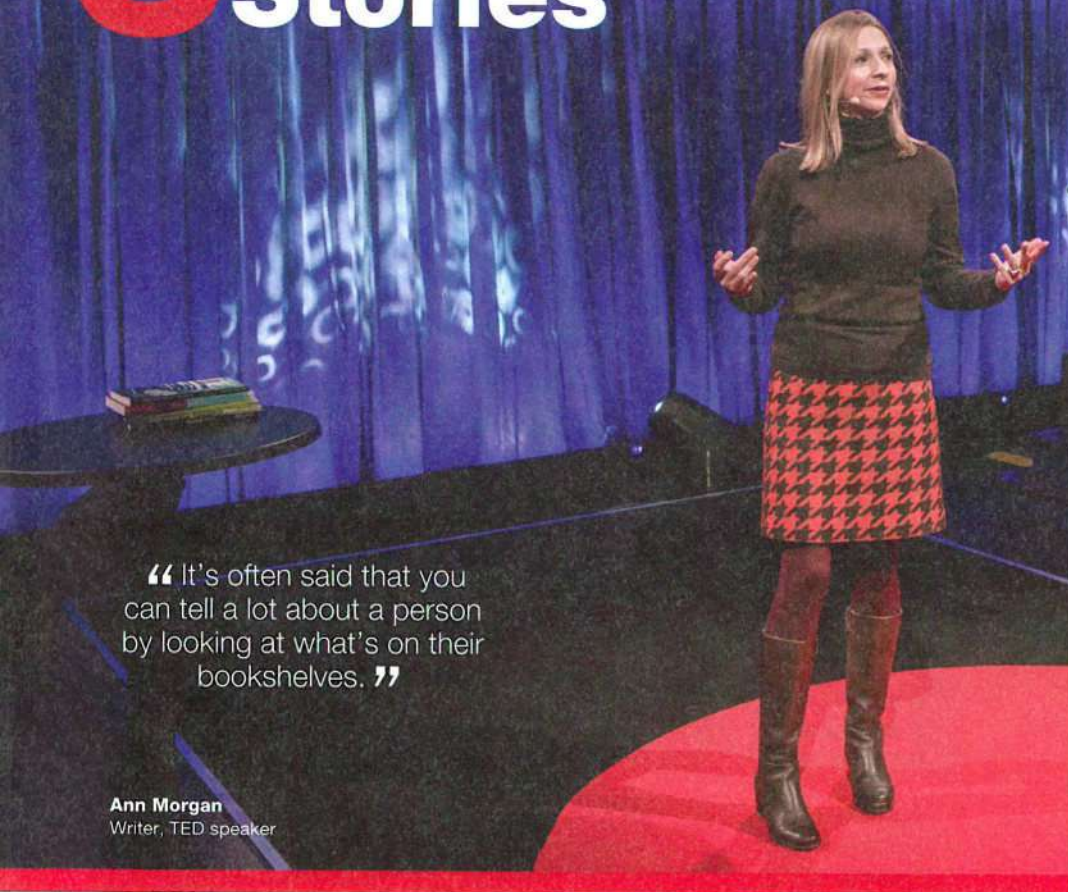
along. Encourage students to write basic information about the event, as well as any additional details relevant for their family members especially. For example, should people bring a food dish to share? Is the party casual or formal? Will any groups be traveling together?

the class vote on which class reunion plan they like the best.

+ EXTENSION ACTIVITY Have students work in groups to plan a class reunion. Tell them that everyone is going to meet up in one year for a reunion. Ask them to plan a party idea for the reunion. Then have each group present their idea to the class. Have

3 Global Stories

TED



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

Ann Morgan
Writer, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about popular books.
- read reviews of several books from around the world.
- watch a TED Talk about an unusual reading goal.

WARM UP

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

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

33

UNIT GOALS

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

TED Speaker

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

TED Talk Summary

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

Idea Worth Spreading

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

3

Global Stories

WARM UP

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

3.1 Play the preview clip of the TED Talk.

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

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

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

3A

Our love of books

LESSON OVERVIEW

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

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

VOCABULARY

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

3.2 Play the audio/video to check answers as a class. Elicit any additional genres of fiction that students know. Write them on the board.

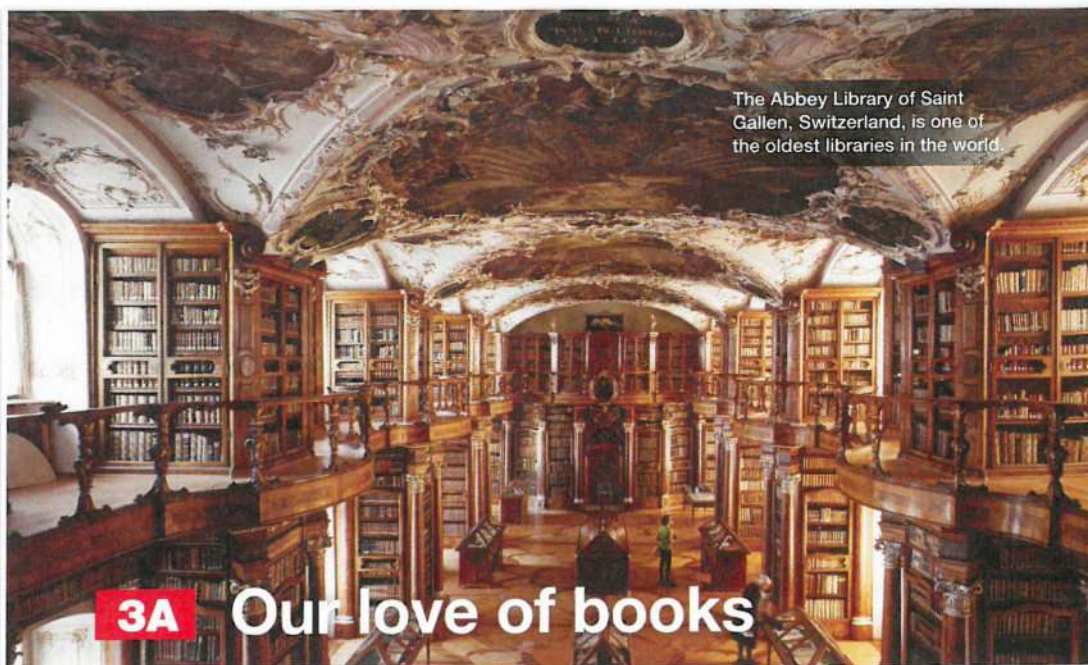
B Give students enough time to think about their answers. Encourage students to talk about any genres they enjoy reading. Ask partners to share their favorite titles as well.

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

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

Language Note

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



The Abbey Library of Saint Gallen, Switzerland, is one of the oldest libraries in the world.

3A Our love of books

VOCABULARY Genres of fiction

A **3.2** Match each genre of fiction to its definition. Listen and check your answers.

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

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

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

Characters: who the story is about

Plot: what happens in the story

Setting: where and when the story takes place

Theme: the central idea of the story

34

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

LISTENING Interview with an author

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

- As a child, Thien knew she wanted to be an author. **T** **F**
- Thien's first book was a collection of short stories. **T** **F**
- Thien has published three books in total. **T** **F**

Taking notes while listening

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



Madeleine Thien

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

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

C CRITICAL THINKING

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

SPEAKING Talking about books

A ▶ **3.4** What's the book about? **It's about a group of people who are stuck on an island.**

- A:** What are you reading?
B: Oh, it's a book called *And Then There Were None*. Do you know it?
A: No, I don't think so. What kind of book is it?
 A horror story? **fantasy story / fairy tale**
B: No, it's a mystery. **It's about a group of people who are stuck on an island together.** **It's a story about / It tells the story of**
A: It sounds cool. Is it **any good?** **worth reading / interesting**
B: Yeah, I can't put it down.
A: Wow! Can I borrow it when **you've finished?** **you're done / you've read it**
B: Sure, I think you'll like it.

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

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

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

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

SPEAKING

A Read the question aloud. Ask students to read along as they watch.

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

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

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

➕ **SUPPORT** Play the audio/video again, pausing so that students can repeat.

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

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

LISTENING

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

▶ **3.3** Play the audio/video. Have students compare answers in pairs.

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

▶ **3.3** Play the audio/video. Check answers as a class.

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

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

3B

What's it about?

LESSON OVERVIEW

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

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

LANGUAGE FOCUS

A ▶ **3.5** Play the audio/video as students read along. Then give them additional time to look over the infographic. Read aloud each title and have students raise their hands if they know the book. Note that some students may not have read the book but instead simply have heard of it or seen the movie.

B Have students preview the task.

▶ **3.6** Play the audio/video. Have students check answers in pairs. Ask them to share if they've read the book or not, as well as whether they liked it or not.

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

▶ **3.7** Play the audio/video, stopping to have students repeat. Draw their attention to the relative pronouns. Note that in British English *which* is often used instead of *that* as a relative pronoun for things. Direct students to page 155 for additional information.

3B What's it about?

LANGUAGE FOCUS Describing stories

A ▶ **3.5** Read the information. Which of these books do you know? *Answers will vary*

THE BESTSELLING WORKS OF FICTION OF ALL TIME

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



B ▶ **3.6** Listen to two people talk about one of the books. Complete the sentences.

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

C ▶ **3.7** Watch and study the language in the chart.

Adding details to people, things, and places

People

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

Things

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

Places

Narnia is a magical place where animals can talk.

For more information on **relative clauses**, see Grammar Summary 3 on page 155.

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Grammar Note

The language chart introduces relative clauses for adding information.

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

Content Note

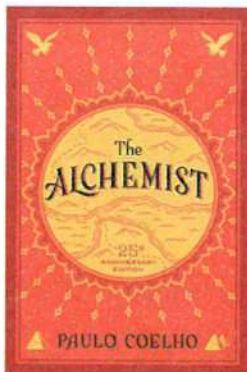
Note that all the authors on the best-selling list in the infographic are from the United Kingdom except for Dan Brown, who is American.

D Match the two parts of each sentence.

- | | |
|---|--|
| 1 The Hobbit is a fantasy book | where two adventurers meet a mysterious queen. |
| 2 The Da Vinci Code is about two people | who studies magic at school. |
| 3 The Harry Potter books are stories | who investigate a murder in Paris. |
| 4 Harry Potter is a wizard | that takes place in Middle Earth. |
| 5 She is set in a lost African kingdom | that are popular with kids and adults. |

E ▶ **3.8** Find and correct three mistakes. Listen and check your answers.

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



F Complete the sentences with your own ideas. Then compare with a partner.

- I like stories that Answers will vary.
- I like authors who Answers will vary.
- I don't enjoy books that Answers will vary.
- My favorite book has a character who Answers will vary.

SPEAKING Can you guess?

A Work alone. Think of a famous book or story. Write three sentences to describe the book in the table below.

	A famous book or story
1	
2	
3	

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

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

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

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

SPEAKING

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

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

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

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

D Explain that students will have to use inference for some of the answers if they have not read the books. Tell them to rely on any background knowledge they have or clues in the title. Have students work individually. Give them enough time to read and match the sentence parts. Check answers as a class.

E Tell students that there are three mistakes in the paragraph. Have them work individually to complete the activity.

▶ **3.8** Play the audio/video to check answers.

F Have students work individually. Give them enough time to complete their answers before discussing with partners. Encourage partners to ask each other more questions about the authors and books they like. Tell them to include details in their responses.

Top picks

LESSON OVERVIEW

Aims: Read and comprehend three book reviews; understand details; make inferences.

Target Vocabulary: ambitious, glimpse, identity, marvelous, revealing

Reading Summary: Three of Ann Morgan's favorite books from around the world are introduced. First, she recommends a story about a Serbian writer in Italy and what he learns while trying to write a novel and acclimate to a new culture. Second, Morgan suggests an ambitious novel set in Mumbai about a group of characters setting out on their careers. Finally, she recommends a coming-of-age story set in Mongolia.

PRE-READING

Have students preview the task. Give them time to skim the article to find the topics. Remind them they should also quickly look over the title, subheadings, pictures, and captions. If necessary, explain skimming in more detail. Have students check answers in pairs.

3.9 Play the audio as students read along. Point out the glossary at the bottom of the reading with the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with.

Skill Note

Skimming involves reading quickly for main ideas. The first step of skimming includes quickly reading the title, subheadings, and captions, as well as looking at pictures. Students should read the entire first paragraph quickly, then the first and last sentence of each paragraph, and finally the entire last paragraph. Explain that students should be reading very quickly, picking up on keywords and phrases that can give them a general idea of what the passage is about.

3C Top picks

PRE-READING Skimming

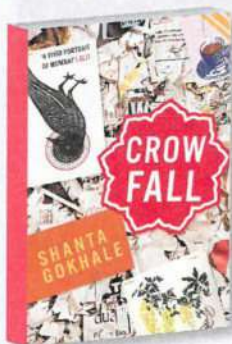
Skim the text. Why did Ann Morgan like each book? *Lake Como* was very funny. *Crowfall* had clear, powerful language. *The Blue Sky* made her feel connected to the world.

3.9 Writer and blogger Ann Morgan loves to share her passion for books. Here are three books she highly recommends.

Lake Como by Srdjan Valjarević

This very funny book follows a Serbian writer named Frank who receives a scholarship¹ and moves to Italy to write. But he doesn't do any work. Instead, he spends his days chatting, watching TV, and sleeping. Frank doesn't write his book, but the connections he makes with the local people take on more importance. The book is about those connections, as well as the meaning of culture and **identity**.

Ann Morgan found it "a great read" and says it "has that rare gift of revealing how people can grow and learn from one another."



Crowfall by Shanta Gokhale

Crowfall is a big, **ambitious** book. The story follows a group of characters who are just starting their careers in Mumbai, India—three painters, a musician, a journalist, and a teacher. The book highlights some **revealing** things about art and music, but is mainly about loss. Throughout the story, there are several deaths that occur, and a loved one goes missing.

Morgan called this book "a **marvelous** read," and especially loved the author's clear, powerful language.

The Blue Sky by Galsan Tschinag

The Blue Sky is a coming-of-age story² about a young boy named Dshurukuwaa who lives in Mongolia's Altai Mountains. It's a world that is changing. All around Dshurukuwaa, the traditions of his ancestors are crumbling under the pressures of modern life. In the novel, we get a fascinating **glimpse** into a way of living that is disappearing quickly.

This was one of Morgan's favorite books. She wrote in her blog that it was "impossible not to feel connected to and invested in this world."



¹ **scholarship:** *n.* a sum of money meant to support a student's education

² **coming-of-age story:** *n.* a story that focuses on a character's growth from youth to adulthood

Language Note




To *highlight* something means to bring focus or attention to it.

The term *modern life* refers to daily life for people in the industrial, technological world.

When you are *invested in* something, you are committed to it.

UNDERSTANDING DETAILS

A What is the plot of each story? Match the two parts of each sentence.




- 1 *Lake Como* is about  a group of people and the losses some of them experience.
- 2 *Crowfall* is about  a boy and the changes that are happening in his culture.
- 3 *The Blue Sky* is about  a writer who makes meaningful connections with people.

B Complete the chart.

Title	Setting	Characters	Theme
<i>Lake Como</i>	Italy	a Serbian writer named Frank	culture, identity
<i>Crowfall</i>	Mumbai, India	3 painters, a musician, a journalist, and a teacher	art, music, loss
<i>The Blue Sky</i>	Mongolia	a young boy named Dshurukuwaa	changing traditions




MAKING INFERENCES

Which comment do you think probably belongs to each book? Match.

- 1 *Lake Como*  "It's sad that customs from the past are no longer practiced today."
- 2 *Crowfall*  "It made me think a lot about my grandmother. She died last year."
- 3 *The Blue Sky*  "I couldn't put it down I was laughing so hard."

BUILDING VOCABULARY

A Match each word in blue from the passage to its definition.

- 1 **identity**  giving information
- 2 **ambitious**  extremely good
- 3 **revealing**  the beliefs and qualities of a person
- 4 **glimpse**  wanting to be successful
- 5 **marvelous**  a quick look

B CRITICAL THINKING

Evaluating Which book would you prefer to read? Why? Discuss with a partner.
Answers will vary

BUILDING VOCABULARY

A Have students work individually to complete the activity. Check answers as a class. Elicit example sentences using each word. Write them on the board.

B CRITICAL THINKING Read the question aloud as students read along. Give students a few minutes to think about their answers before discussing in pairs. Encourage students to use the vocabulary from the lesson and language from the unit when sharing their opinions.

EXTENSION ACTIVITY Have students write a short summary and review of a book like Morgan did in the reading passage. Then make a class newspaper with all the book reviews, or hang them around the room for students to walk around and read. Encourage students to choose one book to read.

UNDERSTANDING DETAILS

A Have students preview the task. Remind students that *details* support the main idea (topic sentence) of each paragraph and the overall main idea (thesis statement). Elicit some examples of supporting details. (statistics, stories, examples, quotes) Have students work individually before checking answers as a class.

B Elicit a quick review of the meaning of *setting*, *character*, and *theme*. Tell students to go back to the passage and read carefully to find the

information about each book. Check answers to **A** and **B** together as a class. Elicit the line numbers in the passage where students found the information.

MAKING INFERENCES

Explain that the quotes are comments that other readers have made about each book, not quotations from characters in the books. Have students work individually. Remind them that clues, background information, and common sense help with making inferences. Check answers as a class.

3D

My year reading a book from every country

LESSON OVERVIEW

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

Target Vocabulary: alarming, blind spots, extraordinary, narrow

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

PREVIEWING

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

VIEWING

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

▶ 3.10 Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. Elicit or explain the meaning of any unfamiliar language.

3D

My year reading a book from every country

TED TALKS

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



PREVIEWING

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

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

VIEWING

A ▶ 3.10 Watch Part 1 of the TED Talk. Answer the questions.

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

B ▶ 3.11 Watch Part 2 of the TED Talk. Number the events in the order they happened from 1 to 5.

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

C ▶ 3.11 Watch Part 2 of the TED Talk again. What surprised Morgan about the response to her project? Discuss with a partner. She was surprised that so many people went out of their way to help her.

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

B Give students enough time to read the events.

▶ 3.11 Play Part 2 of the TED Talk. Check answers as a class. Play the check-your-answers part of the video if necessary. Ask students if inference helped them at all in deciding their answers and if so, how.

C Read the discussion question aloud.

▶ 3.11 Play Part 2 of the TED Talk again. Check answers as a class or play the check-your-answers part of the video. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *strangers, picked out for, pattern, and detour*.

- D** ▶ **3.12** Watch Part 3 of the TED Talk. What did Morgan learn from her experience? Check [✓] the statements that she would agree with.

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

E CRITICAL THINKING

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

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS Closing a presentation

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

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

- A** ▶ **3.14** Watch part of Morgan's TED Talk. How does she end her presentation?

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

- B** ▶ **3.15** Now watch TED speaker Munir Virani. Check [✓] the ways he closes his presentation.

- ☒ He shows powerful visuals. ☐ He shares a personal story.
☒ He gives a call to action. ☒ He asks the audience a question.

- C** Work in a group. Whose closing do you think is more effective—Virani's or Morgan's? Why? *Answers will vary*



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PRESENTATION SKILLS

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

▶ **3.14** Play the video. Elicit the language that Morgan uses to express her hope: *And I hope many more people will join me.*

- B** Have students preview the task.

▶ **3.15** Play the video. Check answers as a class.

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

Language Note

Part 1

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

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

Something *massive* is very big.

Part 2

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

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

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

Part 3

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

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

Something that is *rounded* is balanced.

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

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

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

VOCABULARY IN CONTEXT

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

3E

A good read

LESSON OVERVIEW

Aims: Introduce a book; write a book review

COMMUNICATE

A If students are not all from the same country, divide the class into groups based on countries or regions. Point out that students don't need to focus on fiction, but can choose any kind of book. Tell groups to brainstorm a list. Ask each group member to suggest at least one book.

B Tell groups to decide which book from their list they want to introduce to Ann Morgan. Explain that they are going to discuss together before deciding. Ask each group member to say which book they like. Tell them to give reasons why they think their choice is a good book to represent their country. Read aloud the phrases for **Asking for opinions**. Tell students to use these during their discussion. Model the examples. Give groups time to share opinions and reasons and make a decision.

Draw students' attention to the recommendation form. Point out that they have to give two reasons why they suggest that book. Tell groups to decide these reasons together.

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

WRITING

A Tell students to think of a book they've read recently. Point out that their

3E A good read

COMMUNICATE A book recommendation

A Work in a group. Brainstorm a list of books from your country. Include books from a variety of genres, such as novels, autobiographies, children's stories, and fiction.

B Imagine that Ann Morgan asked you for a suggestion on a book to read from your country. Agree on one book and list two reasons why it's a good choice.

Book title:

Author:

Genre:

What it's about:

Reason 1:

Reason 2:

In your opinion, which book best represents our country?

I think we should suggest ...

Asking for opinions

Which do you think ...? In your opinion, what's ...? What do you feel is ...?

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

WRITING Book review

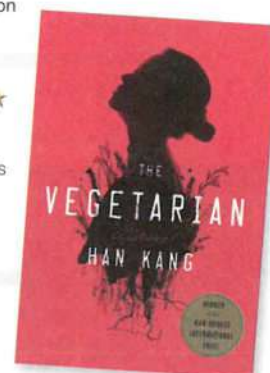
A Write a short review about a book you read. Include the title, author, and information about the setting, characters, and plot.

A strange but interesting story

★★★★

I recently read *The Vegetarian* by Korean writer Han Kang. The story takes place in South Korea. The main characters are Yeong-hye and her husband, Mr. Cheong. It's about a wife who doesn't want to follow society's rules. After she has a frightening dream, she decides to become a vegetarian.

B Work in a group. Read each other's reviews. In your opinion, which book sounds the most interesting? Why?



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review can be positive or negative. Read the example aloud. Point out that the reviewer gives an opinion in the review title and summarizes the story in the review content. Tell students that they can also include opinions in the content. Remind them of the short reviews they read in **Lesson C**. Point out that they can also use a similar writing style as those reviews.

reviews. Then ask group members to comment on which book they want to read, and why.

+ EXTENSION ACTIVITY Have students work in groups to write a comment on Ann Morgan's blog in which they recommend the book they decided best represents their country. Ann Morgan's blog is at ayearofreadingtheworld.com.

B Have students work in groups of four. Make sure no two group members have written about the same book. Give them time to read each other's

Presentation 1

MODEL PRESENTATION

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

cousin	endangered	facing	going to	help
reptile	that	traveling	where	work

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

Thank you so much.



B **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 [✓] each skill used as you watch again.

The speaker ...

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

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C Have students preview the task.

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

Elicit the presentation skills from Units 1–3:

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

Elicit the question the speaker uses to signpost. (*So, how can you help?*)

Ask students how the speaker personalizes, too. (*We hear the story of her diving experience.*)

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

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

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

Presentation 1

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

MODEL PRESENTATION

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

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

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

YOUR TURN

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

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

For support, go over the organization of the speech in more detail. Ask, *How does she open?* (I'd like to talk to you about ...) *Where in the speech does she tell her story?* (right after the introduction) *How does she close?* (with a call to action)

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

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

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

Explain that after giving praise, students should offer some positive feedback, just like the speaker in the

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

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

The speaker forgot to mention that you should be careful what you eat when abroad.

YOUR TURN *Answers will vary*

- A** You are going to plan and give a short presentation to a partner introducing an endangered animal. Use the notes above for ideas and research any other information. Make notes on a card or a small piece of paper.

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

Useful phrases

Introducing your topic:	<i>I'd like to (tell you / talk to you) about ...</i>
Types of animals:	<i>amphibians, birds, fish, insects, mammals, reptiles</i>
Describing conservation status:	<i>threatened, vulnerable, (critically) endangered, extinct</i>
Signposting questions:	<i>Why do they need our help? / How can you help?</i>
Ending:	<i>Thank you so much (for listening). Thanks for listening.</i>

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

The speaker ...

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

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

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

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

4 Music

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

Daria van den Bercken
Pianist, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about how music affects us.
- read about why music makes us feel good.
- watch a TED Talk by a musician who gives unusual concerts.

WARM UP

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

- 1 What kind of music does van den Bercken play? *classical music*
- 2 Do you like this kind of music? *Answers will vary*

45

UNIT GOALS

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

TED Speaker

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

TED Talk Summary

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

Idea Worth Spreading

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

4

Music

WARM UP

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

Content Note

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

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

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

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

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

4A

Feel the music

LESSON OVERVIEW

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

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

VOCABULARY

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

▶ 4.2 Play the audio/video. Have students check answers in pairs. Explain that there is often a certain amount of crossover between musical genres. For example, track five is a piece of easy listening music, but it also has an electronic feel. Allow students freedom to express their opinions if their answers differ. Elicit any other musical genres that students know. Write them on the board.

B Explain that students will decide which category the words belong to. Ask *Is it a word used to describe music? How does the music make you feel?* Check answers as a class.

C Have students work in pairs. Model the example with a volunteer. Ask students to use the vocabulary words.

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



4A

Feel the music

VOCABULARY Music

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

- | | |
|---------------------|-------------------------|
| <u>2</u> classical | <u>5</u> easy listening |
| <u>3</u> country | <u>4</u> heavy metal |
| <u>1</u> electronic | <u>6</u> hip-hop |

B Complete the chart with words from the box.

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

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

The easy listening music is very soft.

Yeah, it makes me feel very relaxed.

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Language Note

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

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

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

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

LISTENING A traditional singer

Understanding accents

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

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

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

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

C CRITICAL THINKING

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



SPEAKING Talking about music

- A** ▶ 4.4 What kind of music is the man listening to? **rock**

A: What are you listening to?

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

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

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

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

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

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

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

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

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

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

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

SPEAKING

- A** Read the question aloud. Ask students to read along as they watch.

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

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

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

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

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

LISTENING

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

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

- ▶ 4.3 Play the audio/video. Check answers as a class.

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

▶ 4.3 Play the audio/video again. Have students check answers in pairs and discuss how to make any false statements true.

- C CRITICAL THINKING** If necessary, play the audio/video again so that students can hear the music. Tell partners to use the language from the lesson to both describe the music and talk about how it makes them feel.

4B

Just the right music

LESSON OVERVIEW

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

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

LANGUAGE FOCUS

A ▶ **4.5** Play the audio/video as students read along. Then give them additional time to look over the infographic. Check answers as a class. Note that classical music is best for two activities pictured.

B ▶ **4.6** Have students preview the task. Play the audio/video. Check answers as a class. Ask students to share what kind of music they listen to when studying.

C Have students read over the language chart.

▶ **4.7** Play the audio/video. Draw students' attention to the nouns. Review the use of countable and uncountable nouns. Direct students to page 156 for additional information.

➔ **EXTENSION ACTIVITY** Have students work in groups to brainstorm a list of countable and uncountable nouns related to music. Then have group members take turns choosing a word from the list and making a sentence with that word and a quantifier. Ask the other group members to then decide if the word and quantifier were used correctly or not.

4B

Just the right music

LANGUAGE FOCUS Discussing types of music

A ▶ **4.5** Read the information. When should you listen to classical music? *studying and getting to sleep*

WHAT'S THE BEST MUSIC FOR ...?

STUDYING

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

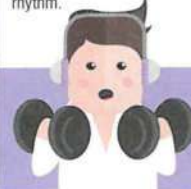


GETTING TO SLEEP

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

EXERCISING

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



DRIVING

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

B ▶ **4.6** Listen to a music expert talk about the best music to listen to while studying. Circle the correct words to complete the recommendations.

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

C ▶ **4.7** Watch and study the language in the chart.

Talking about quantity

Things you can count

I like this song.
I like these songs.

There were too many people.

Do you have many songs on your phone?

I have a lot of pop songs.

I don't have many country songs.

How many people were at the concert?

There were a lot / many.

There were only a few.

Things you cannot count

I like this music.

There was too much noise.

Do you have much music on your phone?

I have a lot of pop music.

I don't have much country music.

How much traffic was there?

There was a lot.

There was only a little.

For more information on **countable and uncountable nouns**, see Grammar Extension 4 on page 156.

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Grammar Note

The language chart introduces countable and uncountable nouns.

A *countable noun* can be easily quantified, something that you can refer to using a specific amount. An *uncountable noun* cannot be easily quantified, such as *water* or *music*. Point out that many uncountable nouns don't have a plural form. Plural countable nouns function as a plural subject, while uncountable nouns are singular subjects. Point out the subject-verb agreement in the chart.

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

D Circle the correct words.

1 **A:** Do you like this music / these music)?

B: I do. Do you know where I can download some (song / songs)?

2 **A:** Did it take (many / much) time to download that new song?

B: Yeah. I think too (many / much) people were trying to download it at once.

3 **A:** (Were / Was) there a big crowd at the concert?

B: Not really. There were only a (few / little) people.


E Correct the mistake in each sentence.

1 I love this band but they don't do many live ~~concert~~ these days. concerts

2 The performer stopped because there was too ~~many~~ noise coming from the crowd. much

3 I was amazed by how ~~few~~ equipment the band had on stage. little

4 After the band finished their last song, there ~~were~~ a lot of applause. was

F  **4.8** Complete the information. Circle the correct words. Listen and check your answers.

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



SPEAKING Musical preferences

A Interview your partner. Take notes.

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

What do you think is the best music for relaxing?


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

B Work in a group. Share the most interesting information you heard.

SPEAKING

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


B In small groups, have each student share the most interesting piece of information that they heard while interviewing their classmates. Ask them to share the question and answer.


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

D Have students work individually. Have students check answers in pairs by reading the conversation aloud.

E Have students work individually to complete the corrections. Tell them to use the language chart as support. Check answers as a class while reviewing the grammar.

F Have students work individually to complete the information.

 **4.8** Play the audio/video to have them check their answers. To review one more time, go over each noun and elicit if it is countable or uncountable.

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

4C

Music and the brain

LESSON OVERVIEW

Aims: Read and comprehend an article about music's effect on the brain; understand gist and details

Target Vocabulary: chemical, effect, register, research, turn on

Reading Summary: While driving her car one day, a young neuroscientist felt a rush of emotion upon hearing a violin concerto on the radio. The experience impressed her so much that she made the study of music's effect on the brain the focus of her research. She has learned that when we hear music we like, our brain is flooded with dopamine. She has also learned that our musical tastes depend on our musical history, as we respond emotionally to patterns in music that we're familiar with. Salimpoor still has questions to answer and continues to research and learn more about the brain and music.

PRE-READING

Ask students to note their emotions as they listen to the music.

▶ **4.9** Play the audio. Have students work in pairs to share how they felt while listening. Point out that not everyone will have the same feeling, and they will learn more about why this is the case in the reading.

➔ **EXTENSION ACTIVITY** Have students work individually to write a paragraph about how they felt while listening to the music. Tell them to describe what they thought about as these feelings came to them. Did they any images come to mind? Or memories?

▶ **4.10** Play the audio as students read along. Point out the glossary at the bottom of the reading with the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with.



A woman plays the violin during an orchestral performance.

4C Music and the brain

PRE-READING Previewing

▶ **4.9** Listen to part of Johannes Brahms' Hungarian Dance No. 5. How does it make you feel? Discuss with a partner. *Answers will vary*

▶ 4.10

1 One day several years ago, Valorie Salimpoor took a drive that changed her life. Salimpoor, a neuroscience¹ graduate, was struggling to decide on her career path. She felt that a drive might help clear her head. When she **turned on** the car radio, a piece of violin music came on: Brahms' Hungarian Dance No. 5. "Something just happened," she recalls. "I just felt this rush of emotion ... It was so intense." She stopped the car so she could focus on the music. She wondered why it had such a powerful **effect** on her.

2 Salimpoor found a job working as a neuroscientist. Her **research** involved scanning people's brain activity as they listened to music. She discovered that when people listen to music they like, their brains flood with dopamine—a **chemical** linked with pleasure and motivation. In one experiment, people listened to the first 30 seconds of unfamiliar songs. The listeners were then given the option of buying the full songs, using their own money. By analyzing dopamine-related areas of the participants' brains, Salimpoor was able to successfully predict which songs the people

¹ neuroscience: n. the study of the brain and nervous system

would choose to buy; she could tell what they liked and what they didn't based on brain activity.

3 But why might one person like a song while another person doesn't? Salimpoor says it all depends on past musical experiences. "Eastern, Western, jazz, heavy metal, pop—all of these have different rules they follow," she says. These rules are recorded as patterns, or templates, in the brain. If the new music has a familiar template, your brain releases dopamine and **registers** a feeling of pleasure. This might explain why most people have a preference for a certain type of music.

4 There are questions Salimpoor is still trying to answer: How does our brain make musical templates? Why do people with similar backgrounds have different preferences? Her research, though, has given her a new way to think about her experience years ago. "That day," she says, "it all seemed like such a big mystery." Now when she hears a piece of music she likes, she has a better understanding of what's happening inside her brain.

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Language Note

The term *One day* is a common expression for beginning an anecdote or story about something that happened. *One day several years ago* (paragraph 1) tells us that we are going to hear a story from someone's past.

To *clear your head* (paragraph 1) means to try to get unwanted thoughts out of your mind. The expression is often used when we take time out when we're struggling emotionally with something. To *analyze* (paragraph 2) something means to interpret it.

UNDERSTANDING GIST

Read the passage. Which two questions does the passage discuss?

- ☒ a Why does music affect our emotions? ☐ c When did our brains first hear music?
☐ b What is the happiest music to listen to? ☒ d Why do different people like different kinds of music?

UNDERSTANDING DETAILS

Circle the best answer for each question.

- 1 Why was Hungarian Dance No. 5 special for Salimpoor?
☐ a It brought back a very happy memory.
☒ b It had a strong effect on her career.
☐ c It made her think of a favorite piece of music.
- 2 What is the main idea of Paragraph 2?
☐ a An experiment showed that classical music usually makes people happy.
☒ b Researchers found a link between music and chemical activity in the brain.
☐ c According to a study, certain types of music can slow down brain activity.
- 3 What are the "templates" referred to in Paragraph 3?
☐ a special tools that are used in brain scan experiments
☐ b types of music that have a very strong emotional impact
☒ c patterns in the brain that relate to certain types of music
- 4 The following sentence would be best placed at the end of which paragraph?
Right then, she decided her future career.
☒ a Paragraph 1 ☐ b Paragraph 2 ☐ c Paragraph 3
- 5 What does "mystery" in Paragraph 4 refer to?
☐ a where memory templates are stored in the brain
☐ b which part of the brain produces the most dopamine
☒ c what happens in our brains when we listen to music

BUILDING VOCABULARY

A Complete each sentence using the correct form of the words in **blue** from the passage.

- 1 A scientist usually has to do a lot of research as part of their job.
- 2 Chemicals released by our brains can effect our emotions.
- 3 The earthquake registered 7.2 on the Richter scale.
- 4 You can turn on your TV with a remote control.
- 5 Certain songs can have an emotional effect on people.

B CRITICAL THINKING

Applying What kinds of music have the greatest effect on you? Why do you think those types of music are special? Discuss with a partner. *Answers will vary*

BUILDING VOCABULARY

A Ask students to go back to the reading passage to see each word used in context. Have students work individually before checking answers in pairs. Elicit example sentences for each vocabulary word.

B CRITICAL THINKING Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in pairs. Encourage partners to share personal stories about their own musical preferences. Point out that part of the reason something is special to them is because of the templates in their brain. Tell them to think about what past experiences helped form those templates. Ask for volunteers to share what kind of music affects them the most, and why.

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

UNDERSTANDING GIST

Have students work individually to complete the activity. Remind students that *gist* is the general meaning of something; in this case, the questions show us the general topics that the article addresses. Check answers as a class.

UNDERSTANDING DETAILS

Have students work individually before checking answers as a class. Note that for question 3, the word *template* is defined in the passage: *These rules are recorded as patterns, or templates, in the brain.* Explain

that writers often explain more difficult terms directly. Note that *dopamine* is also defined in the passage in a similar style. Ask students to look at how dopamine is explained.

➔ EXTENSION ACTIVITY Have students work in pairs. Ask them to make predictions about Salimpoor's musical tastes based on what they learned about her in the reading.

4D

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

LESSON OVERVIEW

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

Target Vocabulary: awe, unprejudiced, wonder

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

PREVIEWING

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

4D

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

TED TALKS

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



PREVIEWING

- A** Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.
- If you are **in awe of** something, you **admire** (cannot appreciate) it.
 - You are likely to be full of **wonder** (on a beautiful mountain; in a dark room).
 - When you are **unprejudiced**, you have (an open) a closed) mind about something.
- B** **4.11** Watch van den Bercken play two pieces of music. How do you think she describes each piece? Circle your ideas.
- Piece 1:** a melancholic b relaxing **Piece 2:** a energetic b romantic
- Predictions will vary. Actual descriptions are circled.

VIEWING

- A** **4.12** Watch Part 1 of the TED Talk. Circle the correct answers.
- Why was van den Bercken surprised by the music she found on the Internet?
 - She didn't know Handel wrote keyboard music.
 - It was extremely difficult to play.
 - Why was she "in awe" of the music?
 - because it was so difficult to play
 - because it changed from sad to energetic
- B** **4.13** Watch Part 2 of the TED Talk. Who does van den Bercken describe when she makes these claims? Check [✓] the correct column.

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

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VIEWING

- A** Have students preview the task.
- 4.12** Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. Note that *keyboard* refers to a piano or similar type of instrument. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *day-to-day*, *fall in love*, and *state*.
- B** Have students read the chart closely before watching. Encourage students to guess what they think is

the difference between the two age groups.

- 4.13** Play Part 2 of the TED Talk. Check answers as a class or play the check-your-answers part of the video. Ask students if the information surprised them or not. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *open to*, *count*, and *prejudice*.

C CRITICAL THINKING

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

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS Providing background information

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

- A ▶ **4.15** Watch the excerpt. What background information does van den Bercken provide?

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

- B ▶ **4.16** Now watch two other TED speakers. Match the speakers to the background information they give. One is extra.

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

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

Answers will vary

Part 2

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

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

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

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

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

- A Have students preview the task.

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

- B Have students preview the task.

- ▶ **4.16** Play the video. Check answers as class.

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

“I fell in love with the music and I wanted to share it with as many people as possible.”

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

Language Note

Part 1

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

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

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

Musical choices

LESSON OVERVIEW

Aims: Create and discuss a list of meaningful songs; use language to describe music; write about feelings related to music

COMMUNICATE

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

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

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

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

D Give students time to find their favorite songs online, on their phones, or on music players. If headphones are

4E Musical choices

COMMUNICATE Desert island discs

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

1 _____	3 _____
2 _____	4 _____

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

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

C Work with a partner. Use the questions above to interview each other. Ask for extra information.

D Listen to each other's songs. Tell your partner your opinion.

Describing music

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

WRITING A favorite song

Think of one more of your favorite songs. Explain how it makes you feel and why you like it. Does it have any special significance?

One of my favorite songs is *Wake Up* by Arcade Fire. I like it because it's a really powerful and energetic song, and it makes me feel happy. It reminds me of my time at university.

A man stands on a desert island in the Seychelles.



available, allow their use in class. Then tell partners to listen to each other's music and talk about their own emotional responses.

WRITING

Have students preview the task. Tell them to write in detail about how one of their favorite songs makes them feel. Read the model aloud as students read along. Point out how the writer introduces the song and then explains reasons for liking it. Encourage students to share a personal story about the song in their writing.

+ SUPPORT Have the class brainstorm a list of descriptive words for talking about music to support their discussions and writing.

+ EXTENSION ACTIVITY Have students write a review of a song similar to the book review they wrote in **Unit 3**. Reread the book review together on page 42. Then ask students to write something similar, but about a song instead. Tell them to choose a song that they don't know, listen to it, and then write the review.

5 Good Design

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



Roman Mars
Digital storyteller, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about design.
- read about the importance of city flags.
- watch a TED Talk about good flag design.

WARM UP

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

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

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UNIT GOALS

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

TED Speaker

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

TED Talk Summary

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

Idea Worth Spreading

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

5

Good Design

WARM UP

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

Content Note

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

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

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

For question 2, tell students to share their impressions and feelings about the flag's design, including both positive and negative points.

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

5A

Elements of design

LESSON OVERVIEW

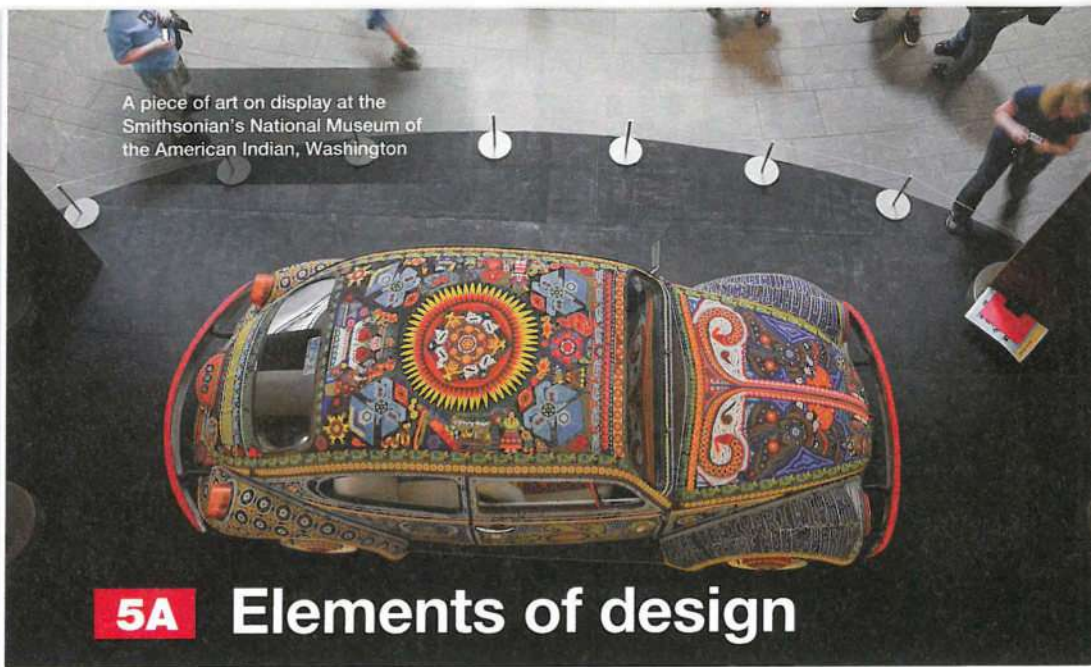
Aims: Learn words for describing design; listen to a designer talk about her work; practice talking about design

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

VOCABULARY

- A** Have students work individually to read each category and decide which word does not belong. Have students check answers in pairs. Let them use a dictionary while checking, if necessary.
- B** Ask pairs to brainstorm additional words for each category. Elicit words from each pair. Write a word web on the board with each category, the words in the textbook, and the new words that students come up with. Ask them to copy the word web into their notebooks to use as language support throughout the unit.
- C** Have students preview the task. Point out that our interpretations of art can vary, so partners might not have the same comments or descriptions of the art. Ask partners to take turns giving one-word descriptions. Ask for volunteers to share one or two of their word descriptions.
- D** Tell partners to share their opinions. Ask them to support their like or dislike of the art with reasons. Model the example with a volunteer. Point out that in the example, the two speakers agree, but it's okay if partners disagree. Encourage students to ask each other follow-up questions, too.

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



5A Elements of design

VOCABULARY Design elements

A These words can be used to describe visual designs, including art. Cross-out the word that does not belong in each category.

1 colors	bright	short	pale	vibrant	_____
2 lines	straight	happy	curved	thick	_____
3 shape	pale	round	triangular	square	_____
4 size	orange	tiny	large	huge	_____
5 texture	silky	empty	rough	smooth	_____
6 contrast	subtle	sharp	tall	dramatic	_____

B Work with a partner. Add one more word to each category.

Answers will vary

C Work with a partner. Which of the words in **A** could be used to describe the art in the picture above?

Possible answers include: bright/vibrant colors, curved lines, huge, sharp/dramatic contrast

D Do you like the art in the picture above? Why or why not? Discuss with a partner.

I like it. The colors are really vibrant.

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

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Language Note

Some additional words for each design category include the following:

colors: *dark, bold, dull*

lines: *thin, zigzag, rounded*

shapes: *circular, rectangular, oval*

size: *medium-sized, average-sized*

texture: *bumpy, grassy, scratchy*

contrast: *weak, bold, fuzzy*

EXTENSION ACTIVITY Have students work in pairs to write a review of the artwork pictured based on what they discussed in their conversations. Tell them to recommend that others go see or not go see an exhibition of this art.

LISTENING A designer's advice

Identifying changes in topic

There are certain phrases in English that are used to signify a change in topic.

In regard to ... As far as ... is concerned Regarding ...

- A** ▶ **5.2** Sarah Lafferty is an interior designer. Watch and complete the quote she gives.

"Have nothing in your houses that you do not know to be
useful or believe to be beautiful."

William Morris, designer

- B** ▶ **5.2** Watch again. Circle the correct option to complete the sentences.

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

C CRITICAL THINKING

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

SPEAKING Talking about design

- A** ▶ **5.3** Do you think the people will buy the sofa? *probably not*

A: What do you think of this one?

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

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

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

A: Why not?

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

A: Our walls are yellow.

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

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

- C** Work with a partner. Turn to page 147. What do you like and dislike about each piece of furniture?

I like the shape and the colors.

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



Sarah Lafferty

SPEAKING

- A** Read the question aloud. Ask students to read along as they watch.

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

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

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

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

Content Note

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

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LISTENING

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

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

▶ **5.2** Play the audio/video. Have students check answers in pairs.

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

▶ **5.2** Play the audio/video again. Check answers as a class. Elicit some additional details about the listening.

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

5B

Signs of the times

LESSON OVERVIEW

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

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

LANGUAGE FOCUS

A ▶ **5.4** Play the audio/video as students read along. Then give them additional time to look over the infographic. Check answers as a class. Ask students to add any background information they have about coats of arms.

B Have students preview the task.

▶ **5.5** Play the audio/video. Check answers as a class. Elicit the answer to a more detailed question about the audio.

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

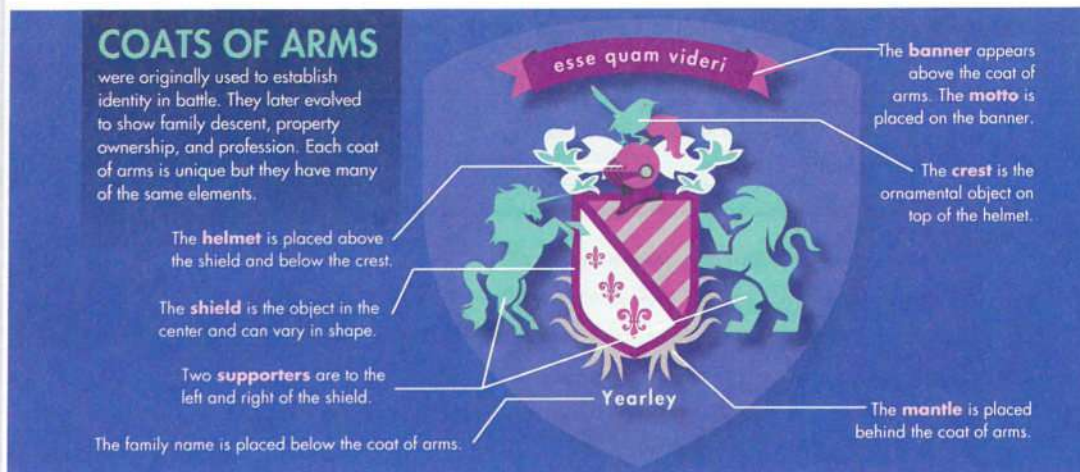
C Have students read over the language chart.

▶ **5.6** Play the audio/video, stopping to go over the use of each preposition being introduced. Draw pictures of the items being described on the board, and have students point out the location according to the sentence. Direct students to page 156 for additional information.

5B Signs of the times

LANGUAGE FOCUS Discussing elements of design

A ▶ **5.4** Read the information. What were coats of arms originally for? *to show identity in battle*



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

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

C ▶ **5.6** Watch and study the language in the chart.

Talking about place and position

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

For more information on **prepositions of place**, see Grammar Extension 5 on page 156.

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Grammar Note

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

Content Note

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

D Look at the coat of arms on page 58. Complete the sentences.

- 1 The motto is on the banner.
- 2 The banner and motto are above the shield.
- 3 There is a lion to the right of the shield.
- 4 There are symbols and stripes on the shield.
- 5 Around the shield is a thick border.
- 6 The crest is below the banner.

E Find and correct the mistake in each description.



- 1 A "No Parking" sign in the United States is a black P on a white circle. There is a red border across the circle with a slash through the P.
around



- 2 A stop sign in Brazil is at the shape of an octagon. It is red and has the word Pare (Portuguese for stop) written on it.
in



- 3 A "Kangaroo Crossing" sign in Australia is a yellow diamond-shaped sign with a black image of a kangaroo below it. **in the middle of / on**

F **5.7** Complete the information. Circle the correct words. Listen and check your answers.

Most countries in Europe use similar road signs. This makes it easy for visitors to understand them. For example, a yield sign is ¹(in/on) the shape of an inverted triangle. It's white or yellow and has a red border ²(across/around) it. A traffic light sign is similar, but the triangle is not inverted—the wide part is at the ³(middle/bottom). There are three circles ⁴(inside/outside) the triangle. The one ⁵(at/in) the top is red. The one ⁶(in/of) the middle is yellow, and the bottom one is green, just like a traffic light. There are no words ⁷(on/at) the sign.



A traffic light sign

SPEAKING Designing a coat of arms

A You are going to design your own personal coat of arms. Look back at the coat of arms on page 58. Decide on a motto and the different design elements. Draw your design, but don't show it to anyone.

B Work in a group. Describe your coat of arms. Your group members will try to draw it.

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

Okay. What pattern is on the shield?

C Show your coat of arms to your group. Whose drawing is the closest to your original?

SPEAKING

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

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

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

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

D Have students work individually. Check answers as a class. Then ask students to share their opinion about the coat of arms on page 58. What do they like or not like about it?

E Have students work individually to find and correct the mistakes. Tell them to use the language chart as support. Have them check answers in pairs.

F Have students work individually.

5.7 Play the audio/video to check answers.

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

5C

Symbol of a city

LESSON OVERVIEW

Aims: Read and comprehend an article about the flag of Chicago; understand supporting quotes and details

Target Vocabulary: bold, distinct, popular, symbolism, tool

Reading Summary: The city of Chicago has a flag that does its job of rallying proud residents behind it. It can be seen throughout the city in the fashion, accessories, and personal items of the residents. The simple design is easily relatable and symbolizes important aspects of Chicago: the water, the neighborhoods, and the city's history. Roman Mars, who believes in the power of a city flag to inspire pride, says he thinks the flag actually helps Chicagoans love their city more.

PRE-READING

Have students work individually. Note that the activity presents an opportunity for students to practice scanning. Ask them to try to find the information by scanning the article quickly. Check answers as a class. Note that all the information about Chicago's flag's symbolism can be found in the third paragraph.

5.8 Play the audio as students read along. Point out the glossary at the end of the passage that has the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with.



5C Symbol of a city

PRE-READING Previewing

Look at the photo and read the third paragraph of the passage. What do the three parts of Chicago's flag represent?

- 1 the white areas: **3 Chicago neighborhoods**
- 2 the stripes: **the river and the lake**
- 3 the stars: **important events in Chicago's history**

5.8

¹ Many cities in the United States have flags, but few are as loved as Chicago's. It can be seen all over the city—from its street corners to its skyscrapers. "Today," says Whet Moser from *Chicago* magazine, "I went to get a haircut. When I sat down in the barber's chair, there was a Chicago flag on the box that the barber kept all his **tools** in. In the mirror, there was a Chicago flag on the wall behind me. When I left, a guy passed me who had a Chicago flag on his backpack." There is even a website called ChicagoFlagTattoos.com. It features interviews with and photos of people who love the flag so much that they want it permanently drawn on their bodies.

² The flag is also a **distinct** symbol of Chicago pride. As flag expert Ted Kaye says, "When a police officer or a firefighter dies in Chicago, often it's not

¹ **casket:** *n.* a box in which a dead person is buried

the flag of the United States on his casket.¹ It can be the flag of the city of Chicago. That's how deeply the flag has gotten into the civic² imagery of Chicago."

³ Like any good flag, the Chicago flag's design is simple and its **symbolism** is clear. The white areas represent three Chicago neighborhoods. The stripes represent the river and the lake. The stars represent important events in Chicago's history. Its simple but **bold** design is rated highly by flag experts and is probably also the reason it has become so **popular**.

⁴ Roman Mars moved to Chicago in 2005, and he too fell in love with the flag. Mars is the host and creator of 99% *Invisible*—a popular radio show about design and architecture. He's sure that the love for the flag is not just because people love Chicago. In Mars's own words, "I also think that people love Chicago more because the flag is so cool."

² **civic:** *adj.* related to a particular community

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Language Note

Something that is *distinct* stands out due to its uniqueness.

The adjective *bold* usually describes a person or an action demonstrating confidence; however, in regard to color and contrast, it means strong or clear.

The *host* of a radio or TV program is the person who does the majority of the presenting and entertaining.

Content Note

The four historical events represented by the stars in the Chicago flag are:

1. Fort Dearborn, built in 1803
2. The Great Chicago Fire of 1871
3. The World Expo of 1893
4. The Century of Progress Expo of 1922

UNDERSTANDING MAIN IDEAS

Read the passage. Circle the main idea.

- ☒ a The flag of Chicago is important to the identity of the city and its people.
- ☐ b The flag of Chicago is a best-selling souvenir for tourists.
- ☐ c The flag of Chicago became famous after being featured on a radio show.

UNDERSTANDING SUPPORTING QUOTES

Match each person to the statement that supports their quote.

- | | | |
|--------------|--|---|
| 1 Whet Moser | | The Chicago flag is a symbol of pride for people in the city. |
| 2 Ted Kaye | | You can see the Chicago flag all around the city. |
| 3 Roman Mars | | People like Chicago more because it has a great flag. |

UNDERSTANDING DETAILS

Circle **T** for True, **F** for False, or **NG** for Not Given.

- | | | | |
|--|------------------------------------|------------------------------------|-------------------------------------|
| 1 Chicago is one of few cities in the United States that has a flag. | T | <input checked="" type="radio"/> F | NG |
| 2 Whet Moser has a Chicago flag tattoo. | T | F | <input checked="" type="radio"/> NG |
| 3 The Chicago flag can be seen during some people's funerals. | <input checked="" type="radio"/> T | F | NG |
| 4 Experts in flag design like the Chicago flag. | <input checked="" type="radio"/> T | F | NG |
| 5 Roman Mars has lived in Chicago all his life. | T | <input checked="" type="radio"/> F | NG |

BUILDING VOCABULARY

A Circle the correct option to complete each sentence.

- 1 **Symbolism** refers to what something _____.
☐ a looks like ☒ b means or represents
- 2 A flag with a **bold** design is _____ to see or notice.
☒ a easy ☐ b difficult
- 3 If something is **popular**, many people _____ it.
☒ a like ☐ b trust
- 4 An example of a barber's **tool** is _____.
☐ a a customer ☒ b a pair of scissors
- 5 A design that is **distinct** is _____ others.
☐ a similar to ☒ b different from

B CRITICAL THINKING

Applying What events in your city's history could be represented on a flag? Discuss with a partner.

BUILDING VOCABULARY

A Ask students to go back to the reading passage to see each word used in context. Have students work individually before checking answers as a class. Elicit example sentences for each vocabulary word.

B CRITICAL THINKING Read the question aloud as students read along. Give students a few minutes to think about their answers before discussing in pairs. If necessary, give students a short amount of time to do some research online before discussing. If students are all from the same city, after they discuss in pairs, have the class brainstorm a list of significant events. If not, ask for volunteers to share with the class their city's name and any significant events. Note that students will be asked to design city flags in **Lesson E**, and they can use this information again at that time.

EXTENSION ACTIVITY Have students work individually or in pairs to find out what their city flag looks like. Ask them to find out what the symbols mean and to compare it to their discussion in **Critical Thinking**. Have them print out a picture of the flag if possible.

UNDERSTANDING MAIN IDEAS

Have students work individually. Check answers as a class. Ask students to raise their hand if they know what their city flag looks like.

UNDERSTANDING SUPPORTING QUOTES

Explain that *details* support the main idea (topic sentence) of each paragraph and the overall main idea (thesis statement), and quotes are one form of a supporting detail. Elicit others. (statistics, stories, examples)

Have students work individually. Encourage them to practice scanning quickly again to find the answers. Have students check answers in pairs.

UNDERSTANDING DETAILS

Have students work individually. Explain that *Not Given* means that the information is not in the passage at all. Check answers as a class, eliciting how to change each false statement to make it true. Elicit the lines where students found the information.

5D

The worst-designed thing you've never noticed

LESSON OVERVIEW

Aims: Watch and understand a talk about flag design; observe numbering key points

Target Vocabulary: engage with, mission, pay attention to

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

PREVIEWING

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

VIEWING

- A** Have students preview the task. Encourage them to predict based on what they learned in **Lesson C**.
- 5.9** Play Part 1 of the TED Talk. Then play the check-your-answers part of the video.

5D The worst-designed thing you've never noticed

TED TALKS

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



PREVIEWING

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



VIEWING

- A** **5.9** Watch Part 1 of the TED Talk. Which flag does Mars prefer? Why? Discuss with a partner. *He prefers the flag of Canada because it's well designed.*
- B** Read the following excerpt from Part 1 of the TED Talk. How does the San Francisco flag compare with what you learned about the Chicago flag on page 60? Discuss with a partner.

"So when I moved back to San Francisco in 2008, I researched its flag, because I had never seen it in the previous eight years I lived there."

The Chicago flag appears everywhere in the city, but the San Francisco flag doesn't.

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Language Note

Part 1

The *gold standard* means the best representation possible.

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

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

Something that is *lacking* is in short supply.

Part 2

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

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

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

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

Part 3

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

Vexillology refers to the study of flags.

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

- C** ▶ **5.10** Complete the notes below with words from the box. Watch Part 2 of the TED Talk to check your guesses.

bigger	colors	name	enlarge
middle	simple	simplify	writing

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

- D** ▶ **5.11** Watch Part 3 of the TED Talk. Check [✓] the statements that Mars would probably agree with.

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

E CRITICAL THINKING

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



VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS Numbering key points

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

- A** ▶ **5.13** Watch the excerpt. Notice how the points are numbered.

- B** ▶ **5.14** Now watch excerpts of TED speaker A. J. Jacobs giving four reasons why a world family tree is important. Circle the numbers you hear.

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

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

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

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Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *rally*, *vexillological*, and *trademark symbol*.

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

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

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

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

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

- ▶ **5.13** Play the video. Ask students if he did anything else to help his audience remember these points. (He showed a visual that listed them.)

- B** Have students preview the task.

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

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

- B** Have students preview the task. Ask them to discuss their ideas in pairs before eliciting a class discussion. In addition to not being celebrated by its city like the Chicago flag, the San Francisco flag violates these basic flag design rules: no writing, no seals.

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

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

- ▶ **5.10** Play Part 2 of the TED Talk. Have students check answers in pairs.

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

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

- ▶ **5.11** Play Part 3 of the TED Talk. Check answers as a class. Elicit reasons for students' answers.

Meaningful design

LESSON OVERVIEW

Aims: Design a city flag; talk about meaning; write about the flag's meaning

COMMUNICATE

- A** Have students work in groups of four. Explain that they are going to design a city flag together, but first they will evaluate three different flags using the principles they've learned in **Lesson C** and **Lesson D**. Ask them to go over each flag and discuss its design elements. Then have them choose the flags they like the most and least, and explain why. Tell them to also offer ideas about any changes they would make to improve the flag. Note that each of the flags pictured violates at least one of Mars's design principles.
- B** Remind students that they discussed important points about their city in **Lesson C**. Ask groups to share these points of interest. If students live in different places, have them use the city where their school is located and repeat the activity. If necessary, give students time to search online to learn some additional interesting background about the city.
- C** Tell groups to discuss different shapes, colors, and design ideas that they think will work well for the information about the city. Remind students of the small rectangle test that can help them see if a design works well from a distance. Read the principles aloud for students to review.
- D** Ask groups to draw their final design on a larger piece of paper. Explain that they are going to present the flag to the class, explaining the elements and talking about meaning. Read the phrases for **Talking about meaning**, and encourage students to use them in their presentations. Let groups

Meaningful design

COMMUNICATE A new city flag

- A** Work in a group. Look at these city flags. Which one do you like the most? Which one do you like the least? Why?



- B** Work with a partner. You are going to design a new flag for your city. First, write down four or five things that your city is famous for. Think about famous places and historical events.
- C** Work together to design and sketch your flag. Keep Roman Mars's principles of design in mind.

- 1 Keep it simple.
- 2 Use meaningful symbolism.
- 3 Use only two to three basic colors.
- 4 Do not use writing of any kind.
- 5 Be distinctive.



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

Talking about meaning

What is the meaning of ...?
What does ... represent?
What does ... symbolize?

It means ...
It represents ...
It symbolizes ...

WRITING My country's flag

Look back at the sketch you drew of the flag on page 63. Do some research and then write about what the flag means.

The design of my country's flag is very simple. It uses three colors—green, black, and white. There are three vertical stripes and in the upper left corner there is a ...

practice their presentations before giving them to the class.

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

WRITING

Have students preview the task. Explain that they are writing about the same flag that they drew in **Lesson D**. Tell students to use the principles to evaluate how effective the flag's design is.

Read the model aloud as students read along. Note that the model paragraph only describes the flag, but students should also write about meaning, and whether the flag does a good job of adhering to the principles that Mars introduces. Also point out that the writer is talking about a national flag, but students don't have to use their country's flag. They can use another flag, depending on what they drew on page 63.



“The doorbell rang and it was a trick-or-treater dressed as my character. It was so cool.”

Jarrett Krosoczka
Author, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about inspirational people.
- read about how someone became an author.
- watch a TED Talk about the events that inspired an author's career.

WARM UP

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

- 1 What kind of books does Krosoczka write? **children's books**
- 2 Why did Krosoczka think the trick-or-treater was "so cool"? **They were dressed as a character from one of his books**

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UNIT GOALS

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

TED Speaker

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

TED Talk Summary

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

Idea Worth Spreading

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

6

Inspiration

WARM UP

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

Language Note

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

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

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

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

➔ **EXTENSION ACTIVITY** Ask students to look at the photo of Krosoczka in his studio on page 65. Have students work in pairs to discuss the positive and negative aspects of working as an author/illustrator.

6A

Inspiring people

LESSON OVERVIEW

Aims: Learn words for talking about inspiring people; listen to someone talk about their inspiration; practice talking about inspiring people

Target Vocabulary: be a role-model, change someone's life, encourage someone, give advice, show someone that, support someone

VOCABULARY

A Have students work individually to complete the sentences.

6.2 Play the audio/video and check answers as a class. Go over each sentence and the meaning of the vocabulary term.

B Explain that students are going to rewrite two or three sentences using personal information. Tell students to think about who supported, inspired, or gave them great advice or encouraged them to change. Ask them to think about people who made an impact on their lives. Read the example sentence in the blue bubble.

Give students a few minutes to think about their lives and write the sentences.

C Have students work in pairs. Model the example with a volunteer. Point out that the partner who is listening can ask follow-up questions like in the example. Tell students to use this activity as a chance to share and get to know each other better.



6A Inspiring people

VOCABULARY Sources of inspiration

A **6.2** Complete the sentences with words from the box. Listen and check your answers.

changed	encouraged	gave
showed	supported	was

- "When I met my best friend Maria, she completely changed my life."
- "My biology teacher, Mrs. Chang, encouraged me to become a scientist."
- "My first boss was a great role-model for me when I first started work."
- "My mother showed me that it's possible to stay positive even in difficult times."
- "I was lucky that my parents always supported my career in music."
- "My grandfather always gave me great advice when I was young."

B Change two or three of the sentences in **A** to make them true for you.

C Work with a partner. Read your sentences to each other. Ask questions as you listen.

My older brother was a great role-model for me when I was a child.

Yeah? In what way?

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Content Note

A *role-model* is someone whom others admire and want to be like.

When you *give advice* to someone, you try to make suggestions to guide them in making positive choices.

To *follow your heart* or *follow your passion* means that you choose to do what makes you feel happy and fulfilled.

EXTENSION ACTIVITY Ask students to think of a time when they supported or encouraged someone. Tell them to share the story with their partner. What happened after the experience? How did the other person's life change?

LISTENING My inspiration

Hedging

It is common for English speakers to use certain words or phrases to indicate uncertainty. Common hedging words include:

probably possibly maybe perhaps

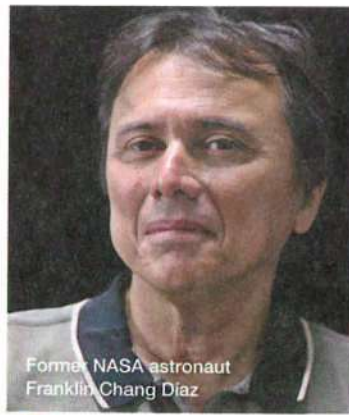
- A** ▶ **6.3** Franklin Chang Díaz is a former NASA astronaut. Who does he describe as his "number one hero"? Watch and circle the correct answer.

a his science teacher b a famous astronaut **c his father**

- B** ▶ **6.3** Watch again. Circle T for True or F for False.

- As an astronaut, Chang Díaz went into space only once.
- Chang Díaz became interested in space when he was a child.
- Chang Díaz's father was a scientist.
- Chang Díaz believes he is an inspiration for others.

T **F**
T F
T **F**
T F



C CRITICAL THINKING

Inferring Chang Díaz says that "Inspiration is in many ways a bit of a chain." What does he mean by this? Discuss with a partner. *Answers will vary*

SPEAKING Talking about an inspirational person

- A** ▶ **6.4** What was the music teacher's advice? *follow your passion in life*

A: When did you graduate from university?

B: *About three years ago. I kind of miss being a student.* *A couple of / Just a few*

A: I know what you mean. What *did you study?* *did you major in / was your major*

B: Business administration. What about you?

A: I majored in music.

B: Yeah? Why did you choose that?

A: I had a great music teacher at school.

She *really inspired me.* *was really inspiring / was an inspiration*

B: That's cool.

A: Yeah. She always *told me to follow my passion in life.* *advised me to / said that I should*
It was really great advice.

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

- C** Think of three inspiring people. Use these examples or think of others. Tell your partner why they inspire you.

a family member a teacher a leader an athlete a historical figure

Serena Williams is really inspiring. She's an amazing athlete who never gives up and always wants to improve.

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Díaz's father was a risk taker, and that made him want to take risks and live an exciting life, too.

- C CRITICAL THINKING** Read the quote aloud. Note that students' answers will be inferred somewhat based on what they heard in the video. When Díaz refers to *a chain*, he means that it gets passed on from one person to another. If we live inspiring lives, our children and grandchildren will see that and be inspired, too.

SPEAKING

- A** Read the question aloud. Ask students to read along as they watch.

▶ **6.4** Play the audio/video. Have students check answers in pairs. Ask *When did the speaker graduate from the university?* (about three years ago) Point out the expression *That's cool*. Explain that this is a casual phrase to show that you find something interesting or impressive.

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

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

- C** Read aloud the examples of inspiring people. Point out that the person can be someone students know personally, someone famous, or someone historical. Elicit some other possibilities: a friend, a boss, a coach, etc. Model the example aloud. Elicit why the speaker finds Williams so inspiring. (She never gives up and always wants to improve.)

- ➔ **EXTENSION ACTIVITY** Ask students to write a timeline of inspiring encounters in their lives. Tell them to mark points on the timeline when someone gave them good advice or inspired them to make a change. Have them also write the events that happened after that encounter. Have students explain their timeline to a partner or small group.

LISTENING

Read **Hedging** aloud as students read along. Explain that to *hedge* means to use words that keep you from being totally committed to what you're saying. By hedging, you are inserting a degree of uncertainty. Read the words aloud as students practice pronunciation.

- A** Read the question aloud. Point out that they only need to listen for that information. Encourage them to predict what the answer is going to be.

▶ **6.3** Play the audio/video. Check answers as a class. Ask students if they predicted it would be his father, or if they thought it might be someone else.

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

▶ **6.3** Play the audio/video again. Have students check answers in pairs. Elicit some more information about the video. Ask, *What word does Díaz use to describe his father?* (*adventurer*) Elicit what this means and how it inspired Díaz. If necessary, explain that

6B

Inspiring words

LESSON OVERVIEW

Aims: Understand an infographic about famous inspiring people; use reporting verbs; report advice given by others

Infographic Summary: A survey of 2,000 people voted the three most inspiring people in history as Nelson Mandela, Mahatma Gandhi, and Steve Jobs.

LANGUAGE FOCUS

A Before students open their books, tell them that they are going to see the top three results of a survey about the most inspiring people of all time. Give them a hint that the people all lived in the 20th century. Direct students to write their guesses. Then have them open their books to check.

▶ 6.5 Play the audio/video as students read along. Then give them additional time to look over the infographic. Have a class discussion to elicit any additional information about each person.

B Have students preview the task. Point out that both people are mentioned somewhere in the infographic.

▶ 6.6 Play the audio/video. Have students work individually to complete the chart. Check answers in pairs. Elicit more details about the two people. Ask *What is da Vinci most known for?* (painting) *Whose picture did Frida Kahlo paint the most?* (herself)

C Have students read over the language chart.

▶ 6.7 Play the audio/video, stopping to have students repeat each reported speech sentence. Draw their attention to the verbs being used and the verb tenses. Explain the use of reported speech. Direct students to page 156 for additional information.

6B Inspiring words

LANGUAGE FOCUS Discussing inspirational people

A ▶ 6.5 Read the information. What else do you know about these people? *Answers will vary*

THE WORLD'S MOST INSPIRATIONAL PEOPLE

A recent survey identified 50 of the world's most inspiring people. Here are the top 3.



1918–2013
Former President of South Africa

NELSON MANDELA

“Education is the most powerful weapon which you can use to change the world.”



1869–1948
Leader of independence movement in India

MAHATMA GANDHI

“You must be the change you wish to see in the world.”



1955–2011
Cofounder, chairman, and CEO of Apple, Inc.

STEVE JOBS

“Innovation distinguishes between a leader and a follower.”

THESE PEOPLE ALSO MADE THE LIST: Leonardo da Vinci (Italy), Anne Frank (Germany), Frida Kahlo (Mexico), Bob Marley (Jamaica), Coco Chanel (France), Stephen Hawking (England), Martin Luther King Jr. (U.S.).

B ▶ 6.6 Listen to someone talking about two people he admires. Complete the chart.

Who does he admire?	Why does he admire them?
1 Leonardo da Vinci	He was good at so many things.
2 Frida Kahlo	She was such a strong person.

C ▶ 6.7 Watch and study the language in the chart.

Reporting what someone said

"I admire Frida Kahlo."	He said He told me	(that) he admired Frida Kahlo.
"I don't know much about her."	He said He told me	(that) he didn't know much about her.
"Follow your dreams."	He told me to follow my dreams.	
"Don't be afraid."	He told me not to be afraid.	

For more information on **reported speech**, see Grammar Summary 6 on page 156.

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Grammar Note

The language chart introduces reported speech using *said* and *told*. *Reported speech* paraphrases a direct quote. It communicates what that person said without using the exact same language.

Note that in reported speech, there is often (though not always) a change in tense from direct speech. This is illustrated in the grammar chart, where the direct speech is in simple present tense, but when reported, changes to simple past.

In reported speech, the word *that* can optionally follow the reporting verb: *He said that she inspired him.* / *He said she inspired him.*

The verb *tell* is always followed by the object who received the information: *He told me that she inspired him.* When *tell* is used to report a command or advice, the verb is in the infinitive: *He told me to go to school.*

D Circle the correct option to complete each sentence.

- 1 My teacher (**said** / **told**) me not to interrupt while other people are talking.
- 2 My father (**said** / **told**) that he had two jobs when he was a student.
- 3 Her older brother (**said** / **told**) her to take her piano lessons more seriously.
- 4 My coach (**said** / **told**) me that I was his most promising new player.
- 5 Our professor always (**said** / **told**) us that there was no success without failure.

E Rewrite the sentences as reported speech.

- 1 "Think carefully about your future." My dad told me to think carefully about my future.
- 2 "I want to lead our country someday." My sister said she wanted to lead our country someday.
- 3 "Don't make the same mistake twice." The teacher told her not to make the same mistake twice.
- 4 "I don't want to stand in your way." My mother told me she didn't want to stand in my way.
- 5 "I don't worry about the little things." My grandfather said he didn't worry about the little things.

F ▶ **6.8** Find and correct the four mistakes in this paragraph. Listen and check your answers.

At 18 years of age, Frida Kahlo was involved in an accident that changed her life forever. Her school bus hit a streetcar, and she broke her back. She had to spend many months in bed. During this time, she discovered her love of painting. Kahlo painted many **said** self-portraits. She once **told** that she painted herself because she was the subject she knew best. After her long recovery, she met painter Diego Rivera. He **told** recognized her talent and **said** her to keep painting. **wanted** A few years later, Rivera said that he **want** to marry **was** her. She told him that she **is** happy to become his wife and accepted his marriage proposal. It would be the beginning of a long but difficult marriage.



Frida Kahlo

SPEAKING Getting advice

A Think of two people who gave you advice. Complete the chart with notes.

	Person	Advice
1		
2		

B Work in a group. Share your advice. Can others guess who gave you the advice (and if you took it)?

Someone told me to take up acting in high school.

Was it a teacher?

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SPEAKING

A Give students time to think about useful advice they have received in the past. Tell them to write it in the chart as a direct quote.

B Tell students that they are going to share the advice in groups. Model the example with a volunteer. Point out that the speaker uses *someone* instead of naming the person who gave the advice. Explain that this is because groups will listen to the reported speech advice and try to guess who said it. Tell groups to also comment on whether they think the advice was followed or not. Ask the speaker to reveal who said the piece of advice and how it changed or didn't change their lives.

➡ **EXTENSION ACTIVITY** Have students look at the full list of 100 inspirational people online at raconteur.net/culture/the-worlds-most-inspirational-people. Ask them to choose one person on the list and find out more about him or her. Tell students to work individually to write a paragraph about the person to read to the class. Tell them to include one quote by the person and introduce it using reported speech.

D Have students work individually. Check answers as a class, reviewing the grammar for each sentence.

E Have students work individually to write the sentences. Have them compare their answers in pairs. Then check answers by calling on pairs to read each reported speech sentence aloud.

F Have students work individually to find and correct the mistakes in the paragraph.

▶ **6.8** Play the audio/video to check answers.

★ **CHALLENGE** Have students work in pairs to go online and find some examples of Frida Kahlo's paintings. Ask them to share their impressions with each other.

Inspiring lives

LESSON OVERVIEW

Aims: Read and comprehend an article about a children's author; understand sequence and details

Target Vocabulary: celebrate, encouragement, fan mail, give up

Reading Summary: Author Jarrett Krosoczka had a difficult childhood, during which he says his best friends were characters from books. He wrote stories and drew pictures because he loved it, and as his skills grew, his grandparents and teachers encouraged him to continue. Then the experience of meeting a child with cancer influenced him to start focusing his efforts on making children's books instead. He is now a widely published children's author who has never forgotten those who encouraged and supported him along the road to success.

PRE-READING

A Have students work in pairs. Tell them to brainstorm some themes and topics that the book might be about. Ask for volunteers to share some of their ideas. Ask students to also share their impression of the book from its cover.

B Explain that *scan* means to read something quickly to find specific information. Ask students what keywords they can look for that might help them find out more about the book in the passage. (the book title) Check answers as a class, eliciting the paragraph number where the information was found. Point out that book titles are usually italicized, which makes them even easier to find. Ask students to raise their hands if they want to read the book.

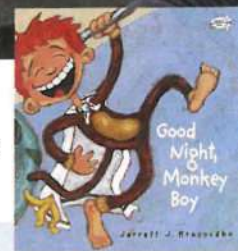


Jarrett Krosoczka offers to sign a book for a young fan.

6C Inspiring lives

PRE-READING Scanning

- A** Work with a partner. Look at the book cover on the right. What do you think it's about?
Answers will vary
- B** Scan the text to check your idea. Do you think you'd enjoy reading the book?
a story about a young energetic boy



6.9

1 On Jarrett Krosoczka's 14th birthday, his grandparents gave him a gift—a drawing table. During dinner that night, the fortune¹ in his fortune cookie said, "You will be successful in your work." He taped it to the table.

2 Krosoczka came from a troubled family—his parents were never around, and he had few friends. His best friends at the time were the Teenage Mutant Ninja Turtles, and other characters he read about in books. When he was in the third grade, his grandparents adopted him. "They loved me so much," he says, "and they supported my creative efforts."

3 Even as a young boy, Krosoczka loved drawing and writing stories. He was lucky in that he found **encouragement** both at home and at school. One teacher in particular stood out for him: his first-grade teacher, Mrs. Alisch. "I can just remember the love that she offered us as her students," he recalls.

4 When he was 17, he volunteered at a camp for sick children called Hole in the Wall. There he met Eric, a kid with leukemia. Eric sadly didn't live

¹ *fortune*: *n.* a prediction about your future

to see his sixth birthday. It was an inspirational experience that Krosoczka said changed his life—it was the pivotal² moment that made him want to write picture books for children.

5 After graduating from art school, Krosoczka struggled to publish his work, but he never **gave up**. He eventually published his first book, *Good Night, Monkey Boy*—a story about a young, energetic boy who never wants to go to bed. His local newspaper **celebrated** the news, and he signed copies of the book at a local bookstore. Many of the people who inspired him were present at the event, including his friends, grandparents, and even several of his teachers. Mrs. Alisch, his first-grade teacher, cut in front of the line and proudly said, "I taught him how to read." It was a very special moment for Krosoczka.

6 Krosoczka is now a successful artist. His readers clearly love his books, and he receives **fan mail** from kids all over the world. Interestingly, he still draws on that same table he got on his 14th birthday, and the fortune is still taped to it.

² *pivotal*: *adj.* of vital or critical importance to something

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Language Note

A *drawing table* is a desk used by graphic artists and architects. It is a large desk that slants forward so that the user can sketch and draw more easily.

To *publish* work or a book means to have it made available in a print or digital form to a larger audience. A writer or an illustrator often receives money for a *published* work.

The term *fan mail* refers to a kind of correspondence sent by a fan. A *fan* is someone who admires the work of someone. Remind students they learned the expression *fan fiction* in **Unit 4**.

UNDERSTANDING MAIN IDEAS

Choose the best subhead for each paragraph.

- | | | |
|---------------|--|---|
| 1 Paragraph 3 | <input checked="" type="radio"/> a Early love of art | b A make-believe world |
| 2 Paragraph 4 | a Celebrating success | <input checked="" type="radio"/> b A writer is born |
| 3 Paragraph 5 | <input checked="" type="radio"/> a Success at last | b Funny fan mail |

UNDERSTANDING SEQUENCE

Number the events from 1 to 5 in the order they happened.

- 4 Krosoczka published his first book.
- 2 Krosoczka began to volunteer with sick children.
- 3 Krosoczka graduated from art school.
- 5 Krosoczka's first-grade teacher attended his book signing.
- 1 Krosoczka got a fortune cookie that said he would be successful.

UNDERSTANDING DETAILS

Match the two parts of the sentences.

- | | |
|------------------------------------|---|
| 1 The Teenage Mutant Ninja Turtles | adopted him. |
| 2 Krosoczka's grandparents | taught him to read. |
| 3 Krosoczka's parents | sent him fan mail. |
| 4 Eric | inspired him to write children's books. |
| 5 Mrs. Alisch | were never around. |
| 6 Kids around the world | were his best friends. |

BUILDING VOCABULARY

A Circle the correct option to complete each sentence.

- 1 You give **encouragement** when you want someone to _____.
☒ a keep trying b stop what they're doing
- 2 If you **gave up** during a competition, you _____.
☒ a quit b won
- 3 Students are likely to **celebrate** when they _____ an exam.
☒ a pass b fail
- 4 You might send **fan mail** to _____.
 a a family member ☒ b a famous person you like

B CRITICAL THINKING

Evaluating What do you think are the best things about being a children's author? What are the challenges? Discuss with a partner.
Answers will vary

BUILDING VOCABULARY

A Ask students to go back to the reading passage to see each word used in context. Have students work individually before checking answers as a class. Elicit example sentences for each vocabulary word.

B Critical Thinking Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in pairs. After pairs discuss, have them get together with another pair to share their ideas. Point out that students' opinions will likely vary, but this makes for a more interesting conversation.

EXTENSION ACTIVITY Have students work in small groups to find out more about another of Krosoczka's books. Ask them to go to his website to gather information about one title. Explain that groups are going to present what they learn about the book to the class.

Content Note

One of Krosoczka's most popular series is about a woman who works in a school cafeteria. She is a superhero who serves food to kids during the day and fights crime at night. There are nine Lunch Lady graphic novels that follow the adventures of this tough, funny, and beloved character.

UNDERSTANDING MAIN IDEAS

6.9 Play the audio as students read along. Point out the glossary at the bottom of the reading with the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with.

Have students work individually to complete the activity before checking answers in pairs. If necessary, explain that a subheading is like a heading or title for a specific section of a passage.

UNDERSTANDING SEQUENCE

Explain that *sequence* is the order in which events happen. Have students work individually. Check answers as a class, eliciting where each event is found in the passage.

UNDERSTANDING DETAILS

Have students work individually. Check answers as a class, eliciting the purpose of each detail. Ask *What idea in the passage does this detail support?*

6D

How a boy became an artist

LESSON OVERVIEW

Aims: Watch and understand someone sharing his personal history; observe using voice effectively

Target Vocabulary: colossal, compliment, illustrator

TED Talk Summary: Jarrett Krosoczka tells the story of meeting an author when he was a child who gave him two words of encouragement, "Nice cat." These words buoyed the boy who knew from a young age that drawing and writing were his passions. At school, he used his skills to make friends and got the attention of teachers who encouraged him to continue. As a young adult, he was still drawing but not meeting with success until he met a child who gave him the inspiration for the character of his first published book. He is honored to receive correspondence from fans and is very thankful for them and all the people who inspired him along the way.

PREVIEWING

Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word.

VIEWING

A Have students preview the task.

6.10 Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. If time permits, have students work in pairs to share a compliment that someone has paid them. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *do for a living*, *sauntered*, and *imagination*.

6D

How a boy became an artist

TED TALKS

JARRETT KROSOCZKA is an author and **illustrator**. In his TED Talk he describes a **compliment** he received that made a **colossal** difference in his life. His idea worth spreading is that inspiration often comes to us in unexpected ways and that we can use our own talents to inspire others.



PREVIEWING

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

- The **illustrator** of a book is the person who (**writes it** / **draws the pictures**).
- If you give a **compliment**, you say something (**nice** / **bad**) about someone.
- A **colossal** failure is a (**very big** / **really small**) failure.

VIEWING

A **6.10** Watch Part 1 of the TED Talk. Circle the correct answers.

- Who was Jack Gantos?
 - an author
 - a teacher
- How did Gantos inspire Krosoczka?
 - He complimented Krosoczka on his drawing.
 - He helped Krosoczka write a story.
- What did Krosoczka start to do after school?
 - write letters to famous authors
 - write his own stories

B **6.11** Watch Part 2 of the TED Talk. Check [✓] each box to show if the statement refers to Mr. Greenwood or Mr. Lynch. Some statements refer to both.

	Mr. Greenwood	Mr. Lynch
a complimented him on his drawing	✓	✓
b said he should be the school cartoonist	✓	
c asked him to stop drawing in class	✓	
d told him to forget everything he learned		✓

C **6.12** Watch Part 3 of the TED Talk. Work with a partner. Explain why each thing below is important to Krosoczka.

- an email that said, "Nice work!"
It was from an editor at a publishing company asking to meet.
- the date June 12, 2001
It is the date his first book was published.
- a Monkey Boy birthday cake
The picture was his first piece of fan mail.

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B Have students preview the task. Note that they should pay careful attention to the names they hear in the video.

6.11 Play Part 2 of the TED Talk. Have students check answers in pairs. Ask them to paraphrase one of the stories in their own words. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *funny*, *ninth grade*, *commotion*, *cartoonist*, and *the color drained from (his) face*.

C Have students preview the task. Encourage them to practice their note-taking skills while listening for the significance of each event.

6.12 Play Part 3 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *RISD*, *set up shop*, and *happened to*.

D CRITICAL THINKING

Inferring Why do you think Krosoczka has a framed photo of the Monkey Boy cake on his desk? *Answers will vary*



VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS Using your voice effectively

You can make your presentation clearer and more memorable by using your voice effectively. You can raise or lower your voice, stress words, vary your speed, pause, or even change your voice to indicate you're quoting another person.

- A** ▶ **6.14** Watch part of Jarrett Krosoczka's TED Talk. Notice how he speaks very softly when he's telling the story of the visiting author. Why do you think he does this? *Answers will vary*

- B** ▶ **6.15** Now watch two other TED speakers. What does each person do with his voice? Choose the correct answers.

1 A. J. Jacobs

- ☒ **a** He speeds up and stresses key words. ☐ **b** He slows down and speaks very softly.

2 Roman Mars

- ☐ **a** He makes his voice much higher. ☒ **b** He slows down and pauses between words.

- C** Work with a partner. Read the text below in different ways. How does the meaning change?

emphasizing key words pausing at key moments using your grandmother's voice

My grandmother was an inspiration to me. One day I was upset with a grade I got at school, and she said, "Just do your best. No one should expect more than that." I looked at her for a moment but didn't say a word. And deep in my heart, I knew she was right.

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A *commotion* is a loud noise that disturbs others.

A *cartoonist* draws comics.

When the *color drains from someone's face*, he or she is having a strong emotional reaction to a situation.

Part 3

RISD stands for Rhode Island School of Design, the college that Krosoczka attended.

When someone *sets up shop*, he or she starts a new business.

When Krosoczka says he "*happened*" to be in New York, the emphasis on the word *happened* (in the script, it is in quotation marks) shows us that actually he didn't just happen to be there; he went there on purpose.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Using your voice effectively** as students read along. As you read, demonstrate each of the techniques listed for using your voice.

- A** Have students preview the task. Point out that they will have to infer his purpose by observing the context of the situation.

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

- B** Have students preview the task.

- ▶ **6.15** Play the video. Check answers as a class. Play the video again if necessary to go over how each speaker uses their voice.

- C** Go over the meaning of the three techniques listed. Explain that students can use the tone of their voice to emphasize keywords. Note that the emphasis and delivery will change, and that may affect how some people interpret the meaning of the story.

- D CRITICAL THINKING** Read the question aloud. Have students work in pairs to discuss their thoughts and opinions. Note that students also learned that Krosoczka kept the fortune from the fortune cookie that told him he would be successful. Students can infer that Krosoczka likes to keep mementos to remind him of how his hard work has led to success in doing what he loves.

Language Note

Part 1

What you *do for a living* refers to your job.

When someone *saunters*, they walk slowly with a smooth stride.

The term *imagination* can refer to our ability to be creative in our thinking, as well as our ability to pretend or imagine stories.

Part 2

Something that is *funny* is humorous.

The *ninth grade* is the first year of high school in the U.S. education system.

A world of inspiration

LESSON OVERVIEW

Aims: Create and discuss a fictional dinner party; use language to ask about what someone knows; write a description of an inspiring person

COMMUNICATE

A Have students work individually. Tell them that they can include people they've talked about in activities during the unit. Ask students to list as many people as they can think of. Tell them to use the categories given and to also think about people they admire.

B Have students work in pairs. Tell them to share their lists, giving reasons for each person. Read the phrases for **Asking about what someone knows**. Explain that students can use any of these phrases to introduce the person to their partner. Note that these phrases are also useful to introduce any facts or history about the person when explaining further about one of their choices. Ask pairs to then decide which six people to invite to their dinner party. Point out that they don't have to choose only famous people, but can include personal heroes as well.

C Encourage partners to decide on the seating chart based on which guests they think will have the liveliest and most interesting conversations with one another. Tell them they can also introduce people from different time periods by seating them next to each other. Give pairs time to complete their seating charts before finding another pair to work with.

D Model the example aloud. Tell pairs to take turns introducing their guest lists and seating charts. Explain that they should give reasons for the guests they invited, as well as for the seating

A world of inspiration

COMMUNICATE A lively dinner party

A Work alone. Write a list of people that you find inspirational. Think about people from the following categories.

political figures
writers

athletes
artists

musicians
adventurers

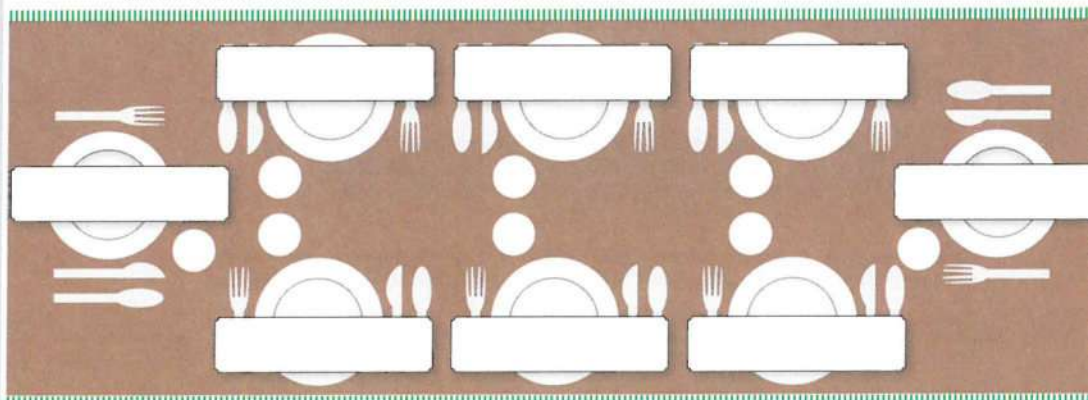
entertainers
scientists

B Work with a partner. Imagine you are having a small dinner party for eight people (including you and your partner). You can invite anybody you like from your lists of inspirational people. Decide on six people to invite. Give reasons for your answers.

Asking about what someone knows

Do you know ...? Have you heard of ...? Are you familiar with ...?

C Now decide on the seating plan. You want an interesting party with a lively discussion of ideas. Decide who should and shouldn't sit where.



D Work with another pair. Describe your dinner party and give reasons for your seating plan.

WRITING An inspiring person

Who do you think is inspirational? Write about them. It could be a famous person or someone you know personally. What makes the person so inspirational to you?

My older sister Rebecca has always been a great role-model for me. She's always been very ambitious and has worked so hard to get where she is today. She's shown me that anything is possible as long as you try your best.

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plans. Encourage the pairs who are listening to ask questions to get more information.

★ **CHALLENGE** After both pairs have presented, ask them to make one suggestion for a change in the seating plan, and explain why.

WRITING

Have students preview the task. Point out that students can write about someone famous or someone that they know personally. Read the model aloud as students read along. Ask students

to explain who the person is, and why they find that person inspirational. If time permits, have students work with a new partner to share their paragraphs. If necessary, give students time to do a little research online before they write their paragraphs.

➔ **EXTENSION ACTIVITY** Have students read their paragraphs to the class using techniques they learned in the **Presentation Skills** in **Lesson D**.

Presentation 2

MODEL PRESENTATION

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

around	bright	gave	little	much
on	relaxed	said	showed	told

Today, I want to tell you about a person who made a huge difference in my life—my first teacher, Mrs. Daniels. When I was young, I was extremely shy and had very ¹ little self-confidence. I remember being so nervous on my first day at school. But Mrs. Daniels was so kind and friendly that I soon forgot about that. In that first class, Mrs. Daniels asked us all to draw a picture of ourselves to put ² on the classroom wall. She walked ³ around the classroom patiently helping everyone. When she got to my desk, she looked at my picture and ⁴ said, "Wow! Look at those ⁵ bright colors! That's great!" I immediately felt ⁶ relaxed. But that wasn't all. Mrs. Daniels was my teacher for one year, and she helped me become a lot more confident. She always praised us and encouraged us to express ourselves. She ⁷ told us not to worry about giving wrong answers in class and ⁸ showed us how to learn from our mistakes. Even today, I still remember all the advice that Mrs. Daniels ⁹ gave me. I think without her, I would be a different person. I owe her so ¹⁰ much.

Thank you for listening.



B ▶ **P.2** Watch the presentation and check your answers.

C ▶ **P.2** Review the list of presentation skills from Units 1–6 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker ...

- | | |
|---|---|
| <input type="checkbox"/> uses questions to signpost | <input checked="" type="checkbox"/> provides background information |
| <input checked="" type="checkbox"/> personalizes the presentation | <input type="checkbox"/> numbers key points |
| <input checked="" type="checkbox"/> closes the presentation effectively | <input checked="" type="checkbox"/> uses their voice effectively |

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▶ **P.2** Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–3:

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

Then elicit the presentation skills from Units 4–6:

4. providing background information
5. numbering key points
6. using your voice effectively

Elicit the background information that the speaker provided. (He explains that he was a shy kid.) Then ask students to comment on why this is useful background information. (It helps the audience understand why it's so significant that the teacher helped him feel more confident.)

Elicit how the speaker's voice changes so that the delivery is more effective.

Review the presentation skills from Units 4–6 in more detail. Elicit the language options or techniques for each that students can use in **Your Turn**.

Presentation 2

Aims: Students give a short presentation about someone who influenced and inspired them using each of the presentation skills they've learned in Units 4–6, as well as relevant ones from previous units.

MODEL PRESENTATION

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

1. What is the topic? (a favorite teacher)
2. What is the purpose of the presentation? (to talk about someone who inspired them)
3. What personal story does the speaker use? (his first day of school)

B ▶ **P.2** Play the video to check answers. Ask students to share their thoughts about whether it was an effective presentation or not, and why.

C Have students preview the task. Point out that they will listen for how the speaker uses his voice.

YOUR TURN

- A** Have students preview the task. Explain that everyone will be writing about a teacher.
- Explain that asking and answering questions about your topic is a useful technique for planning content. Point out that students can use their answers as notes for the speech, or just write answers to brainstorm ideas.

Give students 10–15 minutes to write notes. Ask them to think about how to both personalize the presentation and give background information. Remind students of TED speaker and author Jarrett Krosoczka, who spoke about all the teachers who influenced him during his life.

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

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

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

Explain that after giving praise, students should next offer some positive feedback just like the speaker in the example does (*The background information you told us was useful.*), and then offer any points that need to be improved (*I want to hear more stories about how your teacher helped you.*).

- ★ **CHALLENGE** Ask partners to ask three follow-up questions about the presentations.

YOUR TURN Answers will vary

- A** You are going to plan and give a short presentation to a partner about a great teacher you once had. Use some or all of the questions below to make some notes.

What was the teacher's name?
 What did they teach?
 Why were they a great teacher?
 What advice did the teacher give you?
 How did the teacher affect your life?

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

Useful phrases

Giving background information:	<i>When I was ... / As a child ... / Before I ...</i>
Describing inspiration:	<i>changed my life / encouraged me / gave me advice / showed me / supported me / was a role-model</i>
Reporting what someone said:	<i>said that / told me that / advised me to</i>
Describing effects:	<i>I'll always remember ... / Since then, I ... I'll never forget ...</i>

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–6. As you listen, check [✓] each skill your partner uses.

The speaker ...	
<input type="checkbox"/> uses questions to signpost	<input type="checkbox"/> provides background information
<input type="checkbox"/> personalizes the presentation	<input type="checkbox"/> numbers key points
<input type="checkbox"/> closes the presentation effectively	<input type="checkbox"/> uses their voice effectively

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

That was great. You used your voice really well and provided lots of background information. Next time, try to smile a bit more.

7 Ethical Choices

“I’m convinced that in 30 years, when we look back on today and on how we raise and slaughter billions of animals ... we’ll see this as being wasteful and indeed crazy.”

Andras Forgacs
Bioprinting entrepreneur, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about ethical choices.
- read about a process called biofabrication.
- watch a TED Talk about a way to produce meat and leather more ethically.

WARM UP

▶ **7.1** Watch part of Andras Forgacs’s TED Talk. Answer the questions with a partner.

- 1 What does Forgacs say we’ll think in the future?
We’ll think that slaughtering animals for meat and
- 2 Why do you think he feels this way? *leather is crazy.*
Answers will vary

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UNIT GOALS

The unit focuses on ethical choices for buying food and other animal products. Students will learn about biofabrication, which uses cells to create organic materials in a laboratory without harming animals. They will watch, read, and talk about the future of animal products and debate about whether biofabrication is a good idea or not.

TED Speaker

Andras Forgacs’s company uses biotechnology to make leather from animal cells.

TED Talk Summary

Forgacs talks about his company’s progress in creating real leather using biofabrication. He discusses the many benefits of this, especially that the unnecessary killing of billions of animals will come to an end.

Idea Worth Spreading

Biofabrication can create a more compassionate and ethical leather trade.

7

Ethical Choices

WARM UP

Have students look over the picture, caption, and quote on the page. Note that the quote is the same one that they will hear in the video clip. Point out the speaker’s job title, *bioprinting entrepreneur*. Write the word *bioprinting* on the board. Elicit guesses about the meaning of the speaker’s job. Explain that *bioprinting* and *biofabrication* refer to technology used to make organic, biological material from living cells in a laboratory. Forgacs has started two companies that use this technology: one that makes human organs and one that makes leather.

Language Note

The verb *slaughter* means to kill, often in a violent way.

Something or someone that is *wasteful* uses resources carelessly.

The adjective *crazy* in this case is used to describe something illogical or foolish.

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

For question 1, ask students to work together to summarize the quote in their own words in order to understand Forgacs’s point.

For question 2, tell students to think about his job, and why he may feel that killing animals is inhumane. Forgacs explains in the full TED Talk that the slaughter of animals is both wasteful and senseless, as well as damaging to our environment.

➔ **EXTENSION ACTIVITY** Ask students to think about how a world without animal slaughter will look. Ask them to write a story about life in 30 years according to Forgacs’s prediction. Tell them to write a story in the present tense to describe that world.

7A

Food choices

LESSON OVERVIEW

Aims: Learn words for talking about food production; listen to someone talk about diet; practice talking about food choices

Target Vocabulary: fair trade, free-range, genetically modified, locally produced, organic, sustainable

VOCABULARY

A Have students work individually to complete the sentences. Note that students will likely have to guess answers based on context before watching the video.

Play the audio/video to check answers. Point out that most of the sentences also give a definition of the vocabulary term. Go over each sentence in detail, eliciting a definition and another example sentence.

B Read the question aloud. Have students work in pairs. Model the example with a volunteer. Ask them to think about their own shopping habits when it comes to food choices and what matters to them. Encourage students to personalize their discussions by sharing stories. Point out the phrase *To be honest*. Explain that this expression is useful when you are admitting something that you might be slightly embarrassed about. For example, *To be honest, I don't have my driver's license yet.*

Language Note

While the term *free-range* is mostly used to label chicken, meat and eggs, the expression simply refers to farm animals that are not kept in a cage all day long. Instead, for at least part of the day, the animals are allowed to roam the farm freely.

The expression *fair trade* refers to the conditions dealt with by workers making or harvesting a product. Fair trade has

7A

Food choices

An organic farm in British Columbia, Canada



VOCABULARY Ethical food choices

A ▶ **7.2** Complete each definition using the words in the box. Watch and check your answers.

fair trade
locally produced

free-range
genetically modified

organic
sustainable

- 1 Organic food is grown naturally, without using any special chemicals.
- 2 On free-range farms, animals are not kept in cages and can move around.
- 3 Genetically modified food is grown using technology to change the food's size, color, taste, etc.
- 4 Fair trade food production aims to provide better trading and working conditions for farmers in developing countries.
- 5 By choosing locally produced food, you minimize the distance the food needs to travel. This helps the environment.
- 6 Sustainable food production aims to preserve the world's natural resources for the future.

B Which of the things in **A** do you consider when you buy food? Discuss with a partner. Explain your answers.

To be honest, I only really think about the quality and price.

I always consider whether the food I buy is locally produced or not. I like to support local businesses.

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become a form of social activism to support workers in poorer countries, especially those who work under difficult conditions to produce items to be consumed and used daily by people in wealthier countries. Some examples of industries where fair trade is an issue include coffee, chocolate, flowers, fruit, fashion, etc.

Genetically modified food is commonly referred to as simply *GM food*. GM food is produced from organisms that have had changes introduced into their DNA through genetic engineering.

➡ **EXTENSION ACTIVITY** Have students work individually to make a list of every item they have purchased in the last week. Tell them to use symbols to mark if the item is fair trade, free-range, organic, or locally produced. Have students share their lists with a partner. Ask students to make suggestions of how their partners can make more ethical choices.

LISTENING Sustainable chef

Identifying main ideas in fast speech

Many native speakers talk quickly but will often slow down to emphasize key points. Focusing on these slower parts of speech can help identify the speaker's main message.

- A** ▶ **7.3** Barton Seaver is a chef and environmentalist. Watch. What did he once work as in Africa? Circle the correct answer.

a a farmer **b a fisherman** c a trader

- B** ▶ **7.3** Watch again. Complete the sentences with the words you hear.

- "_____ **Food** _____ is how the vast majority of us interact with our resources."
- "Environmentalism is so often thought of as this _____ **distant** _____ idea."
- "But _____ **dinner** _____ is full contact environmentalism."

C CRITICAL THINKING

Interpreting Work with a partner. Explain in your own words what Seaver means by each quote in **B** above.



Barton Seaver

SPEAKING Talking about ethical choices

- A** ▶ **7.4** Why did the woman switch to organic food? *She didn't want to eat food that is grown using chemicals.*

A: I think that's all I need. How about you?

B: Let me just get some apples, and I'll be *ready*. _____ *done / finished*

A: Why don't you get these? They look nice.

B: Oh, I only eat organic fruits and vegetables now.

A: Really? *Why?* _____ *Why's that / How come*

B: I decided I didn't want to eat food that is grown using chemicals. I heard it's not very good for you.

A: *That makes sense.* _____ *I can see that / I can understand that*

B: And it's better for the environment.

A: But does that mean you have to *pay higher prices*? _____ *pay more / spend more*

B: Not necessarily. It depends where you shop.

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

- C** Work with a partner. Which of these things do you buy more often? Why?

free-range or
regular eggs

locally produced or
imported food

regular or
organic fruit

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- C CRITICAL THINKING** Read the task aloud. Give students enough time to go over each quote in activity **B** with their partners. Ask them to use their own words to paraphrase the meaning of the quote.

Ask for volunteers to share their summaries for one quote with the class. Note that for item 3, Seaver's reference to *full contact environmentalism* is about how we make important environmental choices every day in regard to the food we eat in our homes.

SPEAKING

- A** Read the question aloud. Ask students to read along as they watch.

▶ **7.4** Play the audio/video. Have students check answers in pairs. Elicit one possibly negative point about buying organic food as mentioned in the conversation. (It costs more.) Ask students to raise their hands if they agree with the speaker that it's worth paying more for organic. Point out the expression *That makes sense*. Explain that it is a useful expression when someone gives an explanation that seems logical to you. Note that a speaker can use this even when they don't agree. It's an expression that helps keep a conversation going. Point out the two alternate options that communicate the same message: *I can see that; I can understand that*.

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

- C** Have students preview the task. Note that three pairs of items are given for students to discuss. Tell students to look over the items and think about their own food shopping habits.

Elicit adverbs of frequency for students to use in their discussions: *always, often, sometimes, occasionally, rarely, almost never, and never*.

LISTENING

Read **Identifying main ideas in fast speech** as students read along. Explain that native speakers tend to slow down their speaking to emphasize a main point. In addition, native speakers emphasize a main point or key idea by repeating it, as well as by raising their voice or using a more emphatic tone when saying it.

- A** Have students preview the task. Point out that they only need to listen for the answer to one question while watching the video for the first time.

▶ **7.3** Play the audio/video. Check answers as a class. Ask students to identify what words were spoken more slowly by the speaker.

- B** Have students preview the task.

▶ **7.3** Play the audio/video again. Check answers as a class.

7B

What the future holds

LESSON OVERVIEW

Aims: Understand an infographic about meat consumption; use future tense to make predictions; talk about future eating habits.

Infographic Summary: Countries are listed by amount of meat consumption per person per day, with Argentina at the top of the list and Japan at the bottom. Meat-eating in South Korea and China has grown the most between 1961 and 2011.

LANGUAGE FOCUS

A Read the questions aloud.

7.5 Play the audio/video as students read along. Then give them additional time to look over the infographic. Check answers as a class. Note that the economies of both South Korea and China have grown quite rapidly over the last fifty years. The rise in meat consumption is often associated with the rise of a wealthy class in a country, as eating meat is seen as a sign of affluence. In addition, the introduction of Western fast-food restaurants in both countries over the last fifty years has also added to this shift away from traditional diets toward a more meat-based one. Ask students if they were surprised by the statistics in the infographic, and why.

B Have students preview the task.

7.6 Play the audio/video. Check answers as a class. Elicit the answer to a more detailed question about the audio. Ask, *Does the speaker think the world will be able to produce enough meat in 2050?* (no)

7B

What the future holds

LANGUAGE FOCUS Discussing the future

A **7.5** Read the information. Which two countries saw the biggest increase in meat consumption between 1961 and 2011? What do you think was the reason? Discuss with a partner. *China and South Korea*



B **7.6** An expert is talking about the data above. Watch and complete the predictions.

- In the future, the global demand for meat will (**probably** **definitely**) increase.
- By 2050, the world's population will increase by about (**15** **35**) percent.
- There will be a (**100** **150**) percent increase in demand for meat from developing countries.

C **7.7** Watch and study the language in the chart.

Making predictions

In the future, more people will eat meat.

It won't be easy to meet this demand.

Will it have an effect on the environment?

Yes, it will./No, it won't.

The price of meat will **definitely** / **probably** be higher in the future.

There **definitely** / **probably** won't be enough meat for everyone.

When will the world's population reach 10 billion people?

It will reach 10 billion by around 2050/in about 30 years.

For more information on **will for predictions**, see Grammar Summary 7 on page 157.

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C Have students read over the language chart. Point out that students have already heard a number of predictions in the unit so far.

7.7 Play the audio/video, stopping to go over the use of *will* in each sentence. Point out adverbs of certainty and their placement in the sentence. Direct students to page 157 for additional information.

- D** ▶ **7.6** Circle the correct option to complete the sentences from the conversation. Listen again to check your answers.

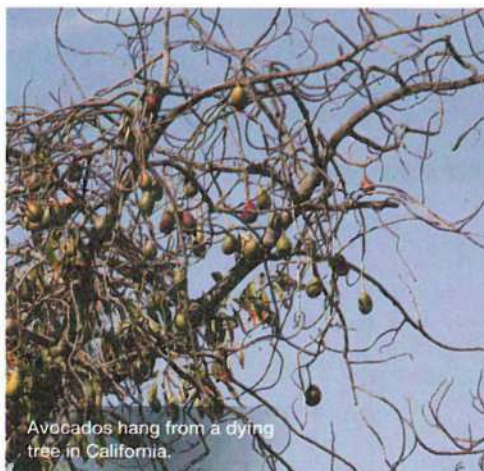
- Today, people around the world are eating / will eat more meat than ever before.
- Do you think this trend is continuing / will continue in the future?
- Every day, there are / will be 228,000 more people on the planet.
- By 2050, many more people are able to / will be able to buy meat regularly.
- In the next 30 years, there is / will be a huge rise in the number of people demanding meat.

- E** ▶ **7.8** Read the information. Find and correct the three mistakes. Listen and check your answers.

According to a recent report, climate change has started to affect farmers around the world. Although some crops will definitely grow better in a warmer world, others ~~won't~~ probably won't do so well.

The report predicts that yields of crops like corn, wheat, and rice will start to decrease in 2030. They ~~probably~~ will probably decline by up to 2 percent for each decade after that.

Other crops, such as fruit and nut trees, will also be affected. Almonds need a long period of cool weather each year. Without this, trees ~~won't~~ definitely be flower. Other crops that ~~will be~~ definitely be under threat in the next few decades are grapes, cherries, and apples.



SPEAKING Predicting future habits

- A** Look at the questions below. Complete the table with your own predictions.

Do you think _____ in the future?	Yes or no?	Reason
people in your country will eat more meat		
meat will be more expensive in your country		
you will change your eating habits		
people around the world will have enough to eat		
most people in the world will be healthier		

- B** Work with a partner. Take turns asking the questions above. Give reasons for your answers. Were your predictions the same?

Do you think people in your country will eat more meat in the future?

No, I don't. People in this country already eat a lot of meat.

SPEAKING

- A** Have students preview the task. Tell them to work individually. Ask them to make predictions for 30 years from now like the TED speaker in the video clip did. Give students enough time to read and answer each question with reasons. If necessary, give an example for item 1 with a reason: *Yes, fast-food restaurants that sell cheap meat are becoming more popular in my country.*

- ★ **CHALLENGE** Have students add one or two additional questions to the chart.

- B** Have students work in pairs. Model the example with a volunteer. Tell them to go through each question and share their answers. Ask them to take turns asking each other the questions. Encourage them to discuss why they agree or disagree.

Remind students of the phrases they learned in **Lesson A** to show that you can understand someone's point: *That makes sense; I can see that; I can understand that.* Add a few more useful phrases: *I can see your point; You have a point; I didn't think of that.*

- ➡ **EXTENSION ACTIVITY** Have students work individually to write a timeline of their own eating habits over the next five years. Then have them show their timelines to a partner or group and explain how they predict their food habits will change from now.

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- D** Have students work individually. Tell them to use the language chart as support.

- ▶ **7.6** Play the audio/video to check answers.

- E** Have students work individually to find the mistakes.

- ▶ **7.8** Play the audio/video to check answers.

Grammar Note

The language chart introduces the use of *will* for making predictions. Draw a contrast with the future forms introduced in **Unit 2**, which were used to talk about plans and intentions.

The adverbs of certainty in the chart, *probably* and *definitely*, offer a way to express degrees of confidence in predictions. In a positive sentence, the adverb is placed between *will* and the verb. In a negative sentence, the adverb is placed before *won't*. Make students aware of this difference in word order.

7C

Leather from a lab

LESSON OVERVIEW

Aims: Read and comprehend an article about biofabrication; understand supporting details and process

Target Vocabulary: cell, efficient, lab, layer, range

Reading Summary: *Biofabrication* is the process of creating organic material in a laboratory. It has been used for body parts in medicine, but now manufacturers are using the science to create animal products such as leather. Cells from animals are multiplied until a thin sheet is formed, and these are layered until a leather-like thickness is reached. Once tanned and dyed, it can be used for bags, wallets, and shoes, just like any other leather. Biofabrication entrepreneur Andras Forgacs suggests that the next step after making leather will be to use the same technique to make meat.

PRE-READING

- A** Have students work individually for one minute to list any leather products they can think of that they own. Then have them discuss in pairs. Note that the first sentence of the reading lists examples of leather products.
- B** Read the question aloud. Have students scan the passage quickly to find the answer. Check the answers as a class, eliciting the meaning of *billions*. Write a number in the billions on the board as an example for students.



Over a billion animals a year are killed to make leather products like these.

7C Leather from a lab

PRE-READING Previewing

A How many leather products do you own? Discuss with a partner. *Answers will vary*

B Read the first paragraph of the passage. What is the problem with leather?

Over a billion animals are killed every year to make leather products.

7.9

Leather is a hugely popular material for a range of products: shoes, jackets, bags, wallets—the list goes on. But this popularity comes at a price. The global leather industry kills over a billion animals every year. This has caused many to ask the question: Is it possible to meet the global demand of leather but not do any harm to animals? A process called biofabrication may be the answer.

Biofabrication is not new; it is already commonly used in medicine. Biofabrication techniques are used to grow body parts like ears, skin, and bones for transplants.¹ But it can also be used to make other products, such as leather. Biofabricated leather has many advantages. Scientists will be able to make it with whatever qualities they want, such as extra softness, greater strength, or even different colors and patterns.

But how exactly does biofabrication work?

To grow leather, scientists begin by taking some

cells from an animal, not hurting the animal in any way. They then isolate the cells and grow them in a lab. This process takes millions of cells and expands them into billions. Next, the scientists take the cells and spread them out to form thin sheets. These thin sheets are then layered to combine into thicker sheets. After that, the scientists can tan the hide.² Anyone can then dye³ and finish the leather and design it in any way they like—into bags, watches, or shoes.

Andras Forgacs supports biofabrication. He says it may even be a “natural evolution” of manufacturing for mankind.⁴ We will be able to make the products we need in a more efficient, responsible, and creative way. And biofabrication is not just about leather—it’s possible the technique could also be used to grow meat. While this may sound crazy, Forgacs certainly doesn’t think so. “What’s crazy,” he says, “is what we do today.”

¹ transplant: n. an operation in which a body part is replaced

² tan the hide: phrase to turn animal skin into leather

³ dye: v. to change the color of something using special liquid

⁴ evolution: n. a process of gradual, natural change over time

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Language Note

The noun *material* refers to anything from which something else can be made. More specifically, the term *material* is also used to refer to fabric or cloth. The term *industry* refers to economic and business activity, often in regard to making items from raw materials. The *leather industry* refers to manufacturing products and consumer goods from leather.

Something that is *isolated* is put on its own, apart from others. The term is often used in science to describe experiments.

In the process of biofabrication, animal cells are *isolated* so that scientists can then work on multiplying them.

- EXTENSION ACTIVITY** Ask students to discuss in pairs or small groups about whether they like to use leather products or not. Tell them to refer to the lists that they made in activity **A**. Ask them to share reasons why they do or do not like using leather.

UNDERSTANDING DETAILS

Read the passage. Circle **T** for true, **F** for false, or **NG** for not given.

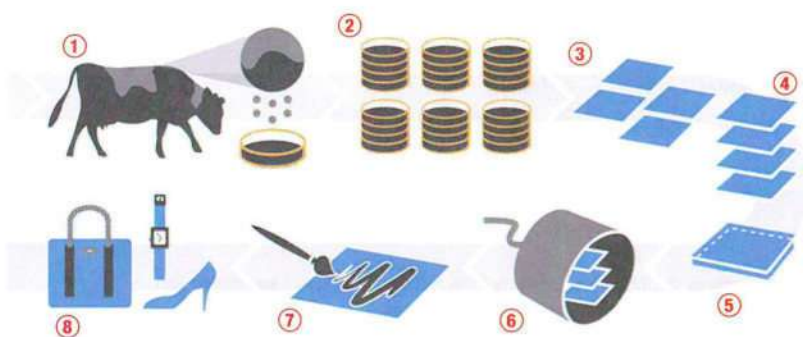
- 1 Many animals are killed to make leather.
- 2 Demand for leather is increasing.
- 3 Biofabrication is already used in medicine.
- 4 Animals feel pain when scientists take their cells.
- 5 Andras Forgacs is in favor of biofabrication.
- 6 Biofabrication could be used to grow meat.

T	F	NG
T	F	NG
T	F	NG
T	F	NG
T	F	NG
T	F	NG

UNDERSTANDING A PROCESS

Look at the diagram. Number the sentences 1–8.

- | | |
|---|--|
| 2 Scientists grow the cells in a lab. | 1 Scientists take cells from an animal. |
| 6 Scientists can tan the hide. | 4 The thin sheets are layered. |
| 5 Thicker sheets are formed. | 7 The leather can be dyed and finished. |
| 3 Scientists spread the cells and form thin sheets. | 8 The leather is made into different products. |



BUILDING VOCABULARY

A Match each word in **blue** from the passage to its definition.

- | | |
|--------------------|--|
| 1 range | to arrange one on top of another |
| 2 cell | an extremely small part of an animal or plant |
| 3 lab | a room where scientific experiments take place |
| 4 layer | able to do something well without wasting time or energy |
| 5 efficient | a number of different things |

B CRITICAL THINKING

Personalizing Would you wear biofabricated leather? Would you eat biofabricated meat? Discuss with a partner.

BUILDING VOCABULARY

A Ask students to go back to the reading passage to see each word used in context. Have students work individually before checking answers as a class. Elicit example sentences for each vocabulary word.

B CRITICAL THINKING Read the questions aloud. Give students a few minutes to think about their answers before discussing in pairs. Ask students to give reasons for their opinions. Explain that partners may have different opinions, but encourage students to remain open to hearing each other's ideas. Ask for volunteers to share what they discussed with the class.

EXTENSION ACTIVITY Have students work in pairs to make predictions about biofabricated meat. Tell them to compare their predictions to Forgacs's predictions about the meat. Ask them to write five sentences about biofabricated meat in 30 years according to Forgacs's viewpoints. Then ask them to write what they predict will happen with biofabricated meat in 30 years.

UNDERSTANDING DETAILS

Have students preview the task.

7.9 Play the audio as students read along. Point out the glossary at the end of the passage with the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with.

Have students work individually to answer the questions. Check answers as a class, eliciting the lines where students found the information. Ask them to also make any false statements into true ones.

UNDERSTANDING A PROCESS

Have students work individually. Point out that the process is illustrated in a diagram below the activity. Tell students to refer to the article for help, if necessary. Have students check answers in pairs.

CHALLENGE

Have students work in pairs to give a summary in their own words of the process shown in the diagram.

7D

Leather and meat without killing animals

LESSON OVERVIEW

Aims: Watch and understand a talk about biofabrication; observe effective slides

Target Vocabulary: humane, organ, slaughter, tissue

TED Talk Summary: Forgacs shares information about his company's progress in creating real leather using biofabrication. He first explains the many benefits of finding an alternative to using livestock for food and leather products, especially in regard to environmental, health, and food security issues, as well as treating animals humanely. He then talks about why leather is a good starting point for introducing biofabrication to the world, as we are more likely to first be open to wearing something produced in a lab than eating it. He explains the process of making the leather and shows samples, encouraging his audience to see the positive impact biofabrication can make on the world.

PREVIEWING

- A** Have students read the paragraph individually. Remind them they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word.
- B** Have students work in pairs to discuss the slide. Ask them why the information might be important and what impact the slide had on them. Ask for volunteers to share their impressions.

VIEWING

- A** Have students preview the task. Point out that more than one reason will be mentioned.

7D

Leather and meat without killing animals



TED TALKS

When **ANDRAS FORGACS** started a company to 3D-print human **tissues** and **organs**, people thought he was crazy. But after some success, he realized he could also grow products like meat and leather to avoid the **slaughter** of animals. Forgacs's idea worth spreading is that we can be more efficient and **humane** by getting meat and leather from tissues grown in a lab.

PREVIEWING

- A** Read the paragraph above. Circle the correction option for each sentence below. You will hear these words in the TED Talk.

- 1** **Tissues** are materials that (living things / machines) are made from.
- 2** An example of a human **organ** is your (brain / foot).
- 3** When you **slaughter** an animal, you (kill / save) it.
- 4** A **humane** person is (kind and gentle / mean and angry).

- B** Look at the photo on page 85. What does Forgacs's presentation slide show?
In 2012, there were 60 billion land animals. In 2050, it is predicted that there will be 100 billion.

VIEWING

- A** **7.10** Watch Part 1 of the TED Talk. Check [✓] the reasons why Forgacs is concerned about having a herd of 100 billion farm animals on the planet.
- ☒ The animals will use large amounts of land and water.
 - ☒ The animals will produce even more greenhouse gases.
 - ☐ It will cause many wild animals to become extinct.
 - ☒ Diseases will spread more easily.
- B** **7.11** Watch Part 2 of the TED Talk. Why does Forgacs think producing leather is a good place for biofabrication to begin? Check [✓] each reason he mentions.
- ☒ It's widely used.
 - ☐ It's cheap.
 - ☒ It's simple to grow.
 - ☒ It's beautiful.
 - ☒ It's part of our history.
 - ☐ It's strong.

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Encourage them to also rely on background knowledge they've gathered in the unit so far to predict answers.


- 7.10** Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. Explain the meaning of unfamiliar language. Suggestions for Part 1 include *herd* and *takes a toll*.

- B** Have students preview the task. Ask them to predict what they are going to hear first.

- 7.11** Play Part 2 of the TED Talk. Have students check answers in pairs. Ask students to raise their hands if they agree with Forgacs's points. Explain the meaning of unfamiliar language. Suggestions for Part 2 include *sentient* and *reimagining*.

- C** ▶ **7.12** Watch Part 3 of the TED Talk. Complete Forgacs's description of biofabricated leather. Match the two parts of each sentence.

Benefits of biofabricated leather

- | | | |
|---|---|-------------------------------|
| 1 It is just like regular leather because it is made from |  | a cow or alligator. |
| 2 It doesn't have | | its properties. |
| 3 It can be grown in the shape of | | the same cells. |
| 4 It is not limited to the shape of | | a wallet or handbag. |
| 5 We can control | | hair, scars, or insect bites. |

D CRITICAL THINKING

Applying Which of these groups do you think would support biofabrication? Why? Discuss with a partner. *Answers will vary*

vegetarians farmers animal ranchers fashion designers

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS *Creating effective slides*

It pays to take the time to make your presentation slides as effective as possible. The following tips can help you.

Keep the background plain. Use strong, contrasting colors.
Do not use too much text. Keep any graphics or images simple.

- A** ▶ **7.14** Watch part of Andras Forgacs's TED Talk. Notice how effective his slide is. *Answers will vary*
- B** ▶ **7.15** Now watch Forgacs show another slide. Do you think it's effective? Why or why not? Use the tips in the box above to help you decide.



Something that is *sentient* is alive, aware, and able to feel.

To *reimagine* something means to rethink and reinterpret it.

Part 3

Forgacs is using a double meaning of *cultured* in his closing sentence. Students learned one meaning of *cultured* in **Unit 3** in Ann Morgan's TED Talk—educated and well-mannered. The adjective *cultured* is also used to describe something created in a laboratory. Forgacs means that humans are ready to use cultured items to make humanity more cultured when he closes his talk: *Perhaps we are ready for something literally and figuratively more cultured.*

- ➔ **EXTENSION ACTIVITY** Have students work in groups to brainstorm ways in which animal ranchers and farmers can find a useful role in the biofabricated leather industry. Is there a way for these people to keep working?

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Creating effective slides** as students read along. Remind students that they learned similar rules for designing flags in **Unit 5**. Point out that both sets of rules say to keep it simple and use bold colors.

- A** Have students preview the task. Tell them to focus on the slide.
- ▶ **7.14** Play the video. Note that this is an example of an effective slide that follows the rules listed above.
- B** ▶ **7.15** Play the video. Elicit impressions of the slide. Then elicit a discussion about which slides are most effective, and why.

- C** Have students preview the task.

▶ **7.12** Play Part 3 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *cultured*, and *literally and figuratively*.

- D CRITICAL THINKING** Have students work in pairs. Ask them to go through each group and discuss the pros and cons that the group would experience if leather was completely biofabricated. Students will note that farmers and animal ranchers will likely be affected in

the most negative way, but there may be positive effects as well.

Language Note

Part 1
When livestock are kept in a large group, it is called a *herd*.

To *take a toll* on something means to cause it negative impact.

Part 2
The term *tissue* refers to live material made of cells.

Looking ahead

LESSON OVERVIEW

Aims: Have a debate about biofabrication; acknowledge a point; write some predictions about the future of food.

COMMUNICATE

A Have students work in groups of four (or another even number). Tell them to preview the task together. Explain that they should brainstorm a list of pros and cons of opening the factory. If necessary, read aloud each of the topics in the box. Point out that the biofabrication lab may make both meat and leather.

Ask students to write notes from the discussion in the chart. Tell them to think about whether they are *for* or *against* the topic.

B Divide each group into two teams, or let students choose their teams, but make sure each group is evenly divided. Tell each group to decide their three or four best arguments. Ask them to review the steps to making an effective slide that they learned in **Lesson D**. Tell students to make at least one slide to communicate their points. Encourage them to make more than one slide, if necessary.

C Explain that each team will present their slides to another group. Give teams time to practice their presentations with their slides. Tell students that the groups who are listening should take notes and be prepared to make comments and rebuttals.

Read aloud the phrases for **Acknowledging a point**. Point out that *but* allows the speaker to then offer a contrasting viewpoint. Elicit any other phrases from the unit, or others students know, that can be used to acknowledge a point while introducing a contrasting viewpoint. For example,

7E Looking ahead

COMMUNICATE Weighing both sides

A Work in a group. The year is 2050. A company wants to open a biofabrication factory in your city. The factory will produce biofabricated meat and leather. Brainstorm some arguments for and against opening the factory. Write notes in the box below. Consider the following:

the effect on jobs
the quality of food

the effect on animals
the environment

people's health
the price of food

Arguments for the biofabrication lab	Arguments against the biofabrication lab

B Split into two groups. **Group A** is in favor of the biofabrication factory. **Group B** is against it. You are going to give a presentation to argue your position. Choose three or four of the strongest arguments. Prepare some slides to help get your points across.

C Present your arguments and your slides to another group. Take notes as you listen.

Acknowledging a point

That's a good point, but ... I see what you mean, but ... I can see your point, but ...

WRITING The future of food

Are you more optimistic or pessimistic about the future of food? Support your idea with at least three predictions of what you think the future will be like.

I am optimistic about the future of food. I think scientists will continue to find new, creative ways to feed our population. They will also find ways to make food more nutritious.



That makes sense, but ... ; I can understand that, but ... ; I can see what you're saying, but ...

Ask for a group to volunteer to give their presentation to the class. Elicit a class discussion with for and against arguments from all groups.

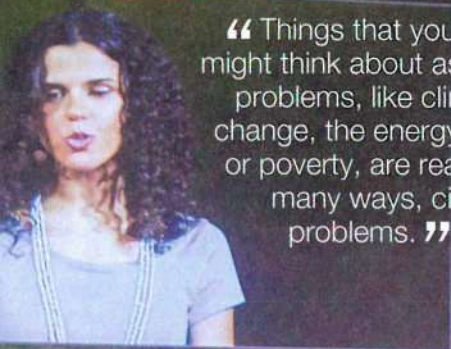
Read the model aloud as students read along. Note that the predictions in the model are the reasons for the viewpoint.

EXTENSION ACTIVITY Have students work as individuals to make slides to support their paragraph. Then have them present their ideas about the future to a group or the class.

WRITING

Read the question aloud. Elicit or explain the meaning of *optimistic* and *pessimistic*. Ask students to think about how they feel about the future of food in general and how they feel after completing the unit.

8 Better Cities



“ Things that you and I might think about as global problems, like climate change, the energy crisis or poverty, are really, in many ways, city problems. ”



Alessandra Orofino
Political mobilization activist, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about what makes a great city.
- read about possible solutions to city problems.
- watch a TED Talk about how technology can help solve urban problems.

WARM UP

8.1 Watch part of Alessandra Orofino's TED Talk. Answer the questions with a partner.

- 1 What examples of city problems does Orofino give?
climate change, energy crisis, poverty
- 2 What are some positive aspects of cities?
Answers will vary

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UNIT GOALS

The unit focuses on city life and citizen efforts to make better cities. Students are asked to discuss positive and negative aspects of cities and think about how regular people can affect change for the better. They will watch, read, and talk about people and networks that are affecting such changes and brainstorm some ways to improve their own cities and towns.

TED Speaker

Brazilian activist Alessandra Orofino founded the citizen network Meu Rio.

TED Talk Summary

Orofino says that cities are the source of many global problems, which means that people living in cities can also be the source of solutions. She then talks about how citizens of cities can get involved to make changes and introduces some individuals who have done that in Rio de Janeiro, Brazil.

Idea Worth Spreading

Technology can help mobilize residents to fix problems in their cities.

8

Better Cities

WARM UP

Have students look over the picture, caption, and quote on the page. Note that the quote is the last sentence that the speaker says in the video clip.

8.1 Play the preview clip of the TED Talk.

Point out the speaker's job title, *political mobilization activist*. Elicit guesses about its meaning. Explain that Orofino tries to bring people together to make political changes to better their communities.

For question 1, ask students to list the overall problems that Orofino blames on cities. She says that the global problems of climate change, the energy crisis, and poverty are actually city problems.

For question 2, ask students to work in pairs to list positive things about city life. Point out that students can talk about any aspect of city life, especially things they enjoy if they live in cities. Ask for volunteers to share some points they talked about with the class. Note that students will learn some vocabulary words for talking about cities in **Lesson A**.

EXTENSION ACTIVITY Have students watch the video again. Ask them to count how many statistics Orofino mentions. (four) Ask students what kind of impact the statistics had on them as listeners. Did it change their impressions of cities? Point out that statistics are a useful way to create an impact with an audience and get their attention. It is a common technique that speakers use in presentations.

8A

What makes a great city?

LESSON OVERVIEW

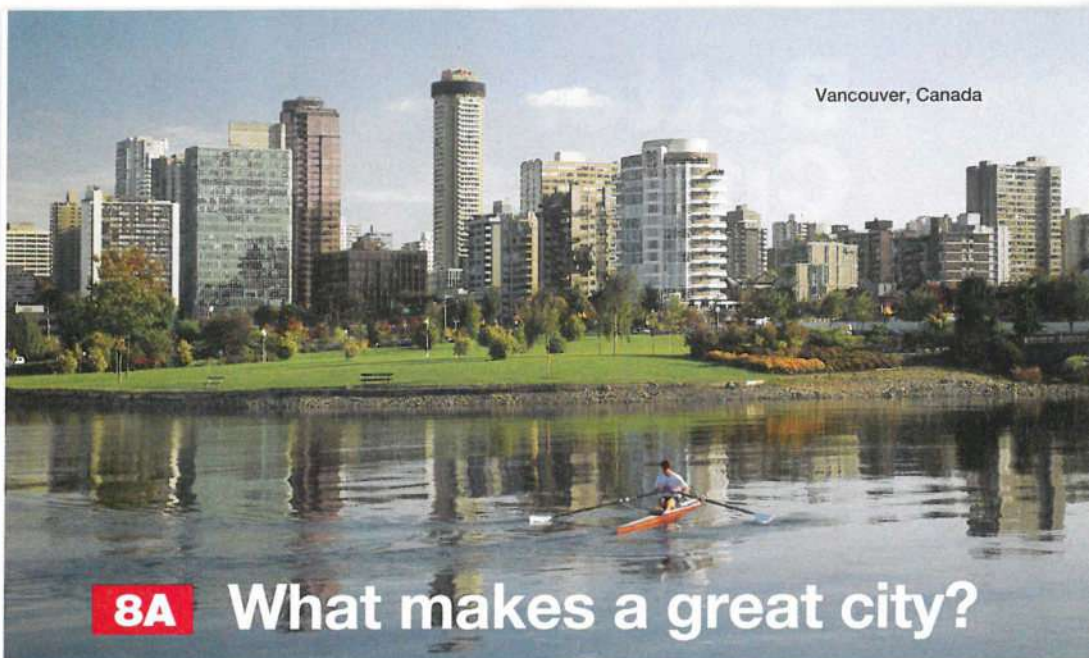
Aims: Learn words for talking about cities; listen to someone talk about living in different countries; practice talking about a city

Target Vocabulary: bustling, gallery, industrial park, lively, markets, modern, multicultural, museum, residential area, riverfront, suburb, theaters

VOCABULARY

- A** Have students work individually. Have them check answers in pairs. Ask them to explain meanings to each other as well.
- B** Ask pairs to add more words to the chart. Write the chart as a word web (mind map) on the board. Elicit words from each pair. Note that the words being introduced to describe a city are all positive. Ask students to come up with some negative words as well.
- C** Read the question aloud. Have students work in pairs. Model the example with a volunteer. Ask them to think about what they enjoy most about the city or town that they live in. Note that students could also talk about cities that they are from or have visited.

Ask for volunteers to repeat their conversations for the class. Ask the class to comment on whether or not they agree with what was said.



8A What makes a great city?

VOCABULARY Features of a city

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

galleries multicultural	industrial park museums	lively suburbs
----------------------------	----------------------------	-------------------

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

- B** Work with a partner. Add one more word to each column.
- C** Work with a partner. What are the best things about your town or city? Why?

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

I agree. I like the cafés and restaurants there.

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Language Note

Some additional words for each category include the following:

Areas of a city: *shopping district, riverfront, city center, downtown, inner city, slums*

Things to enjoy: *parks, stadiums, walking paths, canal, restaurants, cafés*

Words to describe a city: *exciting, frenzied, rushed, interesting, diverse*

- EXTENSION ACTIVITY** Have students work with a partner to describe the community that they live in. Ask them to draw a map of their community and explain it to their partner. Ask them to talk about the atmosphere and people in their neighborhood as well.

LISTENING Living abroad

Listening for time expressions

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

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

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

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

- A** ▶ **8.2** Claire Street is talking about three different countries she has lived in. Watch and write the names of the countries.

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

- B** ▶ **8.2** Watch again. How does Street describe the three different places she's lived in? Which place do you think is her favorite?

Whitworth: a small town, very quiet; Singapore: bustling, modern,

- C** **CRITICAL THINKING** *multicultural; Sydney: wonderful; the best of both worlds*

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

Answers will vary



SPEAKING Talking about where you live

- A** ▶ **8.3** What do the two people like about living in Brisbane? *It's busy, and there are some nice restaurants.*

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

B: Oh, I love it. It's such a busy place. You grew up here, multicultural / lively didn't you?

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

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

A: Well, I really like the South Bank Parklands. I know a few nice restaurants there. cafés / shops

B: Yeah?

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

B: Cool. I should check it out sometime.

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

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

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

But why Madrid and not another Spanish city?

- C** **CRITICAL THINKING** Read the questions aloud. Tell students to share their personal opinions and reasoning. Encourage partners to share stories with each other about places they've lived that sound similar to the ones that Claire talks about in the audio/video, and the good and bad points of each.

SPEAKING

- A** Read the question aloud. Elicit what country Brisbane is in. (Australia) Ask students to read along as they watch.

- ▶ **8.3** Play the audio/video. Have students check answers in pairs. Ask students the name of the town where the speaker is originally from. (Toowoomba)

Point out the expression *Yeah?* that a speaker uses. Explain that this is similar to saying *Really?* Both questions encourage a speaker to continue saying more about a topic.

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

- ⊕ **SUPPORT** Play the audio/video again, pausing after each line so that students can repeat.

- C** Read the question aloud. Ask students to use the language in the lesson to talk about the cities they hope to live in one day. Model the example. Point out the language used in the conversation: *I'd love / like + (infinitive).*

- ➡ **EXTENSION ACTIVITY** Have students work individually to write a paragraph about the community in the city or town they want to live in ten years from now. Ask them to use the grammar they learned in **Unit 7** for making predictions. Tell them to describe their future neighborhood.

LISTENING

Read **Listening for time expressions** as students read along. Read the time expressions aloud. Elicit any additional time expressions that students know.

- A** Have students preview the task. Point out that they only need to listen for the names of the countries that the speaker has lived in.

- ▶ **8.2** Play the audio/video. Check answers as a class.

- B** Have students preview the task.

- ▶ **8.2** Play the audio/video. Have students discuss in pairs, before checking answers as a class. The speaker says she is happiest in Sydney, but she also discusses positive points about each place she's lived in. Note that she likes Sydney because it is a combination of the positive aspects of the two previous places she's lived.

Happy cities

LESSON OVERVIEW

Aims: Understand an infographic about cities with satisfied residents; use phrasal verbs correctly; talk about a favorite place

Infographic Summary: Four cities that have been ranked among the happiest places in the world are introduced. From a city in Denmark that's close to nature, to a bustling urban center in New Zealand, students learn what makes each metropolis stand out as one of the happiest in the world.

LANGUAGE FOCUS

A Read the question aloud.

8.4 Play the audio/video as students read along. Then give them additional time to look over the infographic. Have students discuss in pairs. Ask them to also share if any city on the list surprised them or not, and why.

B Have students preview the task.

8.5 Play the audio/video. Check answers as a class. Elicit the answer to a more detailed question about the audio. Ask, *What does the man recommend about his city?* (the riverfront)

C Have students read over the language chart.

8.6 Play the audio/video. Elicit the phrasal verbs in the chart. Write them on the board. Explain in more detail about separable and non-separable phrasal verbs. Go over the meaning of each verb in the chart and elicit additional sentences. Direct students to page 157 for additional information.

D Have students work individually. Note that students are being asked to recognize various mistakes, from missing particles to incorrectly

Happy cities

LANGUAGE FOCUS Talking about cities

A **8.4** Read the information. Which of these cities would you like to live in? *Answers will vary*

THE BEST CITIES IN THE WORLD

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



MONTERREY, MEXICO

- a high standard of living
- a bustling city center
- an excellent transportation system



AARHUS, DENMARK

- closeness to nature
- variety of restaurants
- sense of community



DUBAI, UNITED ARAB EMIRATES

- a high standard of living
- an excellent transportation system
- world-class shopping



AUCKLAND, NEW ZEALAND

- excellent restaurants
- a bustling city center
- a multicultural population

B **8.5** Listen to two people talking about one of the places above. Complete the sentences.

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

C **8.6** Watch and study the language in the chart.

Using phrasal verbs

Not separable

I grew up in this neighborhood.
The bus is the best way to get around.
What do you look for in a city?

The mall is a good place to hang out with friends.
I meet up with my friends every weekend.
I'm looking forward to visiting Dubai.

Separable

They need to clean up their city.
They need to clean their city up.
Let's check out some new plays.
Let's check some new plays out.

They need to clean up it.
They need to clean it up.
Let's check out them.
Let's check them out.

For more information on **phrasal verbs**, see Grammar Summary 8 on page 157.

separated phrasal verbs. Check answers as a class, eliciting an explanation for each error and how to fix it.

E Have students work individually, using dictionaries if necessary. Have them check answers in pairs. After students finish discussing, elicit the meaning of each phrasal verb and another example sentence. Note that *hang out with* refers simply to spending time together, and can involve doing an activity or nothing at all. Different ways to *get around* include by car, by bus, on foot, etc.

F Note that students may need a dictionary to complete the activity. Have them work individually or in pairs. Check answers as a class. Write each phrasal verb on the board. (*kick back*, *eat out*, *head for*, *end up*, *check out*, *take in*) Elicit its meaning and another example sentence. Note that *kick back* is a synonym for *relax* and *take in* something means to enjoy watching it.

D Find and correct three mistakes in the conversation below.

A: I can't wait for the weekend.

B: Yeah. I'm really looking forward ~~it to~~ **to it**.

A: Do you want to check out the new *Star Wars* movie?

B: Good idea. We can meet up with Dave, too.

A: Yeah. It's been a while since I ~~hung out~~ **hung out with** him.

B: OK. I'll probably drive, so I can ~~pick up you~~ **pick you up**.

E Complete these questions using a phrasal verb from the box. Use a dictionary if necessary. Then ask and answer the questions with a partner.

get around grow up hang out with look for

- Where did you **grow up**?
- Is it easy to **get around** by public transportation in your city?
- What's a fun place to **hang out with** your friends?
- What do you **look for** in a place to live?

F **8.7** Circle the correct words. Use a dictionary to help you. Listen and check your answers.

San Sebastián, Spain, must be one of the most beautiful cities in the world. It's a fantastic place to live, but it's also a great place for tourists to visit.

Kick ¹(**through** **back** **apart**) at one of its four main beaches, eat ²(**off** **out** **by**) at one of its many restaurants, or head ³(**up** **for** **against**) the amusement park to get the best view of the city. Whatever you end ⁴(**up** **in** **off**) doing, you will have a memorable time.

There are always cultural events going ⁵(**on** **in** **at**) in the city. Check ⁶(**down** **out** **up**) a museum, take ⁷(**off** **of** **in**) some live theater, or spend some time at one of its many festivals. In fact, the city was named a European Capital of Culture in 2016.



SPEAKING Talking about best places

A Work with a partner. Discuss the questions and note your answers.

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

eat out on a budget _____ get around by bicycle _____

spend a rainy afternoon _____ chill out and do nothing _____

B Join another pair and compare your ideas.

SPEAKING

A Have students preview the task. Read the topics aloud, eliciting the meaning of each. Make sure students understand that *on a budget* means that you won't spend a lot of money, and *chill out and do nothing* means to relax. Tell pairs to discuss the questions about the city where they live or go to school.

★ **CHALLENGE** Have students add one or two additional clauses to make questions. Then have them write and discuss their answers.

B Tell pairs to compare answers and give reasons for each. Ask pairs to also ask each other the extra questions they discussed.

Ask for volunteers to share some of their answers. Have their classmates offer opinions about whether they agree or not.

➔ **EXTENSION ACTIVITY** Have pairs work together in small groups to design a travel poster for the city. Tell them to use the tips they've learned about effective graphics and slides in previous units as they make the posters. Tell them to also decide on a market to target. Explain that they should only include points that will appeal to their target market.

Grammar Note

The language chart introduces *phrasal verbs*. Phrasal verbs combine a verb and a particle (adverb or preposition). Note that the meaning of a phrasal verb is often best understood by checking the dictionary, which is why most of the activities in this lesson suggest students use the dictionary. Explain that the meaning often can't be inferred by looking at the verb and particle separately.

Some phrasal verbs can be separated, with the object of the sentence coming

between the verb and the particle. In phrasal verbs that can be separated, both separating and not separating is allowed. However, when the object is a pronoun, the pronoun must come between the verb and preposition as shown in the grammar chart.

➔ **EXTENSION ACTIVITY** Have students keep a word web of all the phrasal verbs that they come across in the unit. Tell them to write the definition and note if the phrasal verbs are separable or not.

Connecting citizens

LESSON OVERVIEW

Aims: Read and comprehend an article about citizen networks; understand purpose, main ideas, and details; talk about towns versus cities

Target Vocabulary: citizen, election, pay a fine, required, vote

Reading Summary: Rio de Janeiro, like many large modern cities, is dealing with a disconnected and disengaged citizenry, many of whom don't bother to even vote. Activists like Alessandra Orofino are trying to change this by creating networks for people to lead in change-making. Orofino founded Meu Rio, which is an online platform that helps citizens mobilize others around causes that matter to them. Site members are also sent updates on what's happening in the city so they can stay informed and participate more fully. Orofino hopes that Meu Rio can serve as a successful example so that cities around the world can make use of similar platforms.

PRE-READING

A Ask students to think about the question and write some notes of their ideas. Remind them of the information that they read about in the infographic in **Lesson B**. Have them discuss in pairs before eliciting a class discussion to hear ideas.

B Read the question aloud. Ask students to keep the question in mind as they read.

8.8 Play the audio as students read along. Point out the glossary at the end of the passage with the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with. Check answers as a class.



Connecting citizens

PRE-READING Discussion

- A** Do you think people who live in cities are happier than other people? Discuss with a partner. *Answers will vary*
- B** Read the passage. What does Alessandra Orofino think? *She thinks people who live in cities are not so happy.*

8.8 Urban activist Alessandra Orofino's home city of Rio de Janeiro is one of the world's megacities. With a population of over 11 million, Rio has grown extremely quickly over the last 60 years. But Rio is not unique. Cities around the world are growing at similar speeds. Today, around half the world's population lives in cities, and nearly 2 billion new residents are expected in the next 20 years.

Cities are growing because of the advantages they offer. Residents are provided with convenience,¹ culture, and jobs. But Orofino believes that modern city life is far from ideal.

According to Orofino, people are becoming increasingly disconnected with the cities they live in. **Election** turnouts² in cities around the world are falling. In Rio, for example, voting is **required** by law. However, in one election, nearly 30 percent of people did not **vote**; instead they stayed home and chose to **pay a fine** instead.

¹ **convenience:** *n.* a situation where things are easy to do

² **turnout:** *n.* the number of people who go to an event

Orofino also believes that cities cause us to be disconnected from one another. As new buildings are built, many public spaces disappear. Without these places, it's difficult for people to socialize,³ make friends, and form a close and happy community.

Orofino believes that getting **citizens** to work together and be more involved with the running of their cities is hugely important. To this end, Orofino cofounded⁴ a group called Meu Rio. Meu Rio is an online network that makes it easier for Rio citizens to have their say about the running of the city. As part of the network, people receive news updates and are able to participate in important decisions about the future of their city.

Meu Rio has been a huge success. More than 200,000 Rio citizens are now part of this online community. Orofino is hopeful that projects like hers will become common in cities around the world, and will start what she calls "a participation revolution."

³ **socialize:** *v.* to meet and talk to different people

⁴ **cofound:** *v.* to start an organization together with another person

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EXTENSION ACTIVITY Have students work in small groups to compare Rio to the four cities in the infographic in **Lesson B**. What are Rio's similarities to and differences from the happiest cities in the world?

Language Note

An *activist* (line 1) is someone who works to solve a social or political problem by making change happen. As an *urban activist*, Orofino's focus is on problems that arise in cities.

A *megacity* (line 3) is a city with a population of more than 10 million people.

When people are *disconnected* (lines 15 and 22) from an issue or from other people, it means that they are not in contact, and it usually implies that they don't care to be involved.

UNDERSTANDING PURPOSE

What's the main purpose of the passage? Circle the correct answer.

- a to explain the benefits of living in cities
- b to highlight problems of cities and offer a possible solution**
- c to show what Rio de Janeiro learned from other cities

UNDERSTANDING MAIN IDEAS

Match each paragraph with its main idea.

- | | | |
|-------------|--|--|
| Paragraph 1 | | Residents are becoming disconnected from their cities. |
| Paragraph 2 | | As cities grow, there are fewer close communities. |
| Paragraph 3 | | Cities around the world are growing. |
| Paragraph 4 | | Cities have their good points but they also have problems. |
| Paragraph 5 | | Orofino hopes other cities will start a project like hers. |
| Paragraph 6 | | Orofino started an organization to help involve Rio citizens in the running of their city. |

UNDERSTANDING DETAILS

Circle **T** for true, **F** for false, or **NG** for not given.

- | | | | |
|---|----------|----------|-----------|
| 1 Rio de Janeiro is the fastest-growing city in Brazil. | T | F | NG |
| 2 The number of people living in cities around the world is rising. | T | F | NG |
| 3 In cities around the world, election turnouts are increasing. | T | F | NG |
| 4 People in Rio de Janeiro are required to vote by law. | T | F | NG |
| 5 Orofino started Meu Rio in 2011. | T | F | NG |
| 6 Members of Meu Rio receive news updates via the Internet. | T | F | NG |
| 7 Meu Rio has more than 200,000 members. | T | F | NG |

BUILDING VOCABULARY

A Complete the paragraph with the words in blue from the passage.

When a country holds a(n) ¹ election, it's an opportunity for ² citizens to ³ vote or to make their voices heard on relevant issues. In about two dozen countries, including Argentina, Greece, and Australia, people are ⁴ required to participate in the process. If they choose not to, they have to ⁵ pay a fine or perform community service.

B CRITICAL THINKING

Personalizing Does your town or city have similar problems to those described in the article? Discuss with a partner. *Answers will vary.*

UNDERSTANDING DETAILS

Have students work individually. Check answers as a class. Elicit the line number where each detail is found in the passage, as well as how to change the false statement to make it true.

BUILDING VOCABULARY

A Tell students to go back to the reading passage to see each word used in context. Have students work individually before checking answers in pairs. Ask students to raise their hands if they have ever voted in an election before. Encourage some to share their experiences using the vocabulary words.

B CRITICAL THINKING Read the questions aloud. Give students a few minutes to think about their answers before discussing in pairs. Ask students to expand on their answers by sharing stories and information about their town or city.

➔ EXTENSION ACTIVITY Ask students to discuss with a partner about their honest feelings about voting. Do they think it's important? Have they ever done it before? If not, why? After pairs discuss, elicit a class discussion on the topic of local elections and young voters in the students' countries. If students are in a country where elections are not held, ask them to instead talk about their impression of Meu Rio. Do they think it would be a successful platform in their cities? Why or why not?

UNDERSTANDING PURPOSE

Have students preview the task. Ask them to answer based on their first reading of the passage. Tell them not to refer back to the passage. Check answers as a class.

Explain that the *main purpose* of a passage is the reason that the author wrote it. Note that each paragraph has a purpose as well, but this is to support the main purpose and overall message.

UNDERSTANDING MAIN IDEAS

Have students work individually. Note that the main idea of a paragraph is usually found in its topic sentence. Check answers as a class, eliciting the line in the reading where students found the main idea of each paragraph.

8D

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

LESSON OVERVIEW

Aims: Watch and understand a talk about mobilizing people; observe the presentation skill of telling anecdotes

Target Vocabulary: campaign, in spite of, invention

TED Talk Summary: Alessandra Orofino says that cities are the source of many global problems, which is why she has started an organization, Meu Rio. This organization mobilizes the people of her city, Rio de Janeiro, to help find solutions to problems. Orofino believes that if people have the right platform, they will become more involved in improving their cities. She shares three examples of individuals who have used Meu Rio to make a positive impact, demonstrating how citizen-driven efforts can effect change and make a city better. She hopes that similar platforms will be used worldwide to connect citizens, create change, and improve cities everywhere.

PREVIEWING

Have students read the paragraph individually. Tell them to pay attention to how each phrase is used in context in the paragraph to identify its meaning. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word.

VIEWING

A Have students preview the task. Tell them to listen carefully, as the statistics will be mentioned one after another.

8.9 Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *cofounded* and *network*.

8D

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

TED TALKS

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



PREVIEWING

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

- 1 something that has been newly created: invention
- 2 even with: in spite of
- 3 activities designed to show a result: campaigns

VIEWING

A **8.9** Watch Part 1 of the TED Talk. Match the information to complete the statistics Orofino gives.

- | | | |
|--|--|-----|
| 1 The percentage of the world's population that lives in cities. | | 80% |
| 2 The percentage of global energy consumption that occurs in cities. | | 75% |
| 3 The percentage of global gas emissions that come from cities. | | 54% |
| 4 The percentage of Meu Rio members who are aged 20–29. | | 40% |

B **8.10** Watch Part 2 of the TED Talk. Orofino describes three members of her organization. Complete the notes.

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

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B Have students preview the task. Tell them to check what information they need to listen to for each person.

8.10 Play Part 2 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *demolition*, *went missing*, *centralized intelligence system*, and *eviction*.

EXTENSION ACTIVITY Ask students to work in groups to brainstorm some ideas for getting young people more active in citizen-led reforms. Tell them to think about how they can use technology, as Orofino did, to mobilize people more efficiently. Have each group present one idea to the class.

C Have students preview the task. Ask them to predict what they think the answers will be based on what they already know about Meu Rio and Orofino.

C ▶ 8.11 Watch Part 3 of the TED Talk. Choose the correct option to complete each sentence.

- Orofino says the stories make her happy because _____.
 (a) the lives of the people have changed b she knew the people personally
- Next, Orofino wants to _____.
 (a) share what she has learned b develop the Meu Rio technology even further

D CRITICAL THINKING

Analyzing Could the “people power” solutions that Orofino discusses work in your city? If not, why?
Answers will vary

VOCABULARY IN CONTEXT




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

PRESENTATION SKILLS Using anecdotes

A speaker may choose to use an anecdote to make a point. Anecdotes can be powerful tools. An audience often reacts emotionally to a true story.

A ▶ 8.13 Watch part of Orofino’s talk. Notice how effective her anecdote is.

B ▶ 8.14 These TED speakers used anecdotes to make a point. Do you remember what they were? Match each speaker to the correct anecdote. Watch the excerpts to check your answers.

- | | | |
|-------------------------|---|---|
| 1 Ann Morgan |  | a time when someone famous visited their school |
| 2 Daria van den Bercken |  | a time when they discovered something on the Internet |
| 3 Jarrett Krosoczka |  | a time when they learned something about themselves |

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

inspiration kindness friendship honesty change

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

Rio de Janeiro’s downtown skyline

▶ 8.11 Play Part 3 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *low-income communities* and *initiative*.

D CRITICAL THINKING Have students work in pairs or small groups. Ask them to think about some problems in their city and how people-led solutions could help. Tell students to think about their own experiences and if there is any kind of project they would want to be involved in. Ask for volunteers

to share some of the points they discussed with the class.

Language Note

Part 1

An organization is *founded* when it is started by someone. When more than one person is involved in starting an organization, it is *cofounded*. Note that the term is also sometimes spelled as *co-founded*. The individuals who started the organization are referred to as *co-founders*.

A *network* is a group that is connected and, therefore, useful to each other.

Part 2

A *demolition* refers to the purposeful destruction of a building.

When someone *goes missing*, it means that person has disappeared unexpectedly.

A *centralized intelligence system* refers to a network of information that people can use to help solve crimes, such as *missing person cases*.

An *eviction* happens when someone is forced to leave the place or property where they reside.

Part 3

A *low-income community* is a neighborhood or part of a city where the average resident makes less than the average wage.

An *initiative* refers to an action or plan, usually to make a positive change.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Using anecdotes**. Explain that an anecdote is a story that really happened.

A Have students preview the task and listen carefully to Orofino’s anecdote.

▶ 8.13 Play the video. Elicit their impressions of Orofino’s story.

B Have students complete the activity based on what they remember.

▶ 8.14 Play the video to check answers.

C Give students time to look over the topics before working in groups. Read the example aloud. Explain that students will tell a true short story about something that happened to them. Ask for volunteers to share their anecdotes with the class.

8E

Creative solutions

LESSON OVERVIEW

Aims: Decide on a solution to a community problem; give an example; write a description of change

COMMUNICATE

A Have students work in groups. Have them preview the task together. Students should understand that the purpose of the smartphone app is to help pet owners find pets that have gone missing. The app should somehow help the pet owner connect with the local community to help them find their pet. Ask students to brainstorm in their groups some ideas for how to help owners find lost pets more efficiently.

B Ask each group member to choose their favorite solution and explain why to the group. Then have groups vote on which solution to focus on. Explain that students should only have one idea per group, but their ideas could possibly combine some of the topics listed in the box in activity A.

Tell groups to write a list of reasons and examples of why their solution will be an effective one. Explain that they are going to present their proposal to the class, and they will need to give reasons and examples to support it.

Read aloud the phrases for **Giving examples**. Encourage students to use them in their presentation to introduce their examples and anecdotes.

Have groups practice their presentations.

C As groups present to each other, ask the students who are listening to take notes and ask follow-up questions. Encourage the groups to also give feedback to each other of ways to improve their ideas or offer additional ideas.

8E Creative solutions

COMMUNICATE Let's fix this!

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

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

Good idea! How would that work?

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

Name of app:

What can it do?

How does it work?

Giving examples

For example, ...

For instance, ...

such as ...

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

WRITING A change for the better

Imagine you are allowed to make one change—big or small—to your city. What would you do? Why?

One problem with my city is that it doesn't use enough renewable energy. Most of the city's power comes from an old gas power plant, and I don't think this is good for the environment. If I could make a change, I'd like to ...



A dog is fitted with an electronic tracking device.

★ CHALLENGE Have each group present their app idea to the entire class. After all groups have presented, take a class vote to decide which app is the best solution. Elicit opinions and reasons as to why.

WRITING

Read the question aloud. Point out that students can write about any topic that involves improving their city. Ask them to think about something that would make daily lives easier. Give students a few minutes to work individually to brainstorm ideas.

Read the model aloud as students read along. Note that the writer explains the problem first and then introduces an idea to fix it.

★ CHALLENGE Have students add an anecdote to their paragraphs.

➡ EXTENSION ACTIVITY Have students work in pairs. Ask them to read their paragraphs to one another. Then have them ask and answer questions to find out more information about each proposed change.



Joy Sun
Aid worker, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about giving to charities and causes.
- read about technology that is changing how charities work.
- watch a TED Talk about a different way to donate money.

WARM UP

9.1 Watch part of Joy Sun's TED Talk. Answer the questions with a partner.

- 1 According to Sun, what do many aid workers want to do? **Give cash directly to poor people**
- 2 Why do you think they might feel this way? **Answers will vary**

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UNIT GOALS

The unit focuses on charities, causes, and how to give more effectively. Students will learn language to discuss donating to and supporting causes, and how to make and accept offers. Overall, they will read and watch a video about how technology is changing the way we give. Note that the topics in this unit build on the ideas on making ethical choices and mobilizing people to make positive changes in their communities.

TED Speaker

Aid worker Joy Sun started the organization GiveDirectly.

TED Talk Summary

After being employed in Africa for ten years at typical aid organizations, Sun made a huge shift in the way that she thinks about charity. She began to believe that putting money directly in the hands of people does more to improve their lives than most aid organizations do. As a result, she started GiveDirectly.org. Sun argues that giving cash directly to those who need it is the best way to help people.

Idea Worth Spreading

Donating directly to people who need the money is a better way to positively impact people's lives.

9

Giving

WARM UP

Have students look over the picture, caption, and quote on the page. Note that the quote is the last sentence the speaker says in the video clip.

Point out the speaker's job title, *aid worker*. Elicit or explain its meaning. Note that traditionally, aid workers are employed at organizations that support humanitarian causes across the globe. However, Sun is trying to change the idea of what an aid worker or organization does.

9.1 Play the preview clip of the TED Talk. Have students discuss in pairs.

For question 1, note that the answer is also in the quote on page 97. Sun talks about both throwing money out of a window and putting cash into people's hands. She gives both examples to argue that most aid workers wish money was donated directly to the people in need.

For question 2, ask students to work in pairs to discuss their thoughts on this and brainstorm some ideas. Students will have to infer that Sun believes money is being wasted by aid organizations, and most workers feel it would be much more effective to give directly to people instead of wasting it on administrative costs.

EXTENSION ACTIVITY Have students work in pairs. Ask them to share anecdotes and personal stories about experiences they have had with charities. Do they think that most charities use money effectively?

9A

A helping hand

LESSON OVERVIEW

Aims: Learn words for talking about cities; listen to someone talk about different places; practice talking about a city

Target Vocabulary: awareness, cause, charity, donate, donation, event, fundraiser, social work, support, volunteer

VOCABULARY

- A** Have students work individually. Have them check answers in pairs. Ask them to explain the meaning of each collocation. Then check answers as a class, eliciting example sentences for each.
- B** Tell pairs to think of charities that they've read about or volunteered at in the past. Encourage students to list local charities, if possible. Point out that they will be discussing the charities in activity **C**, so they should choose organizations that they know about.
- C** Have students work in the same pairs. Ask them to share everything they know about the charities that they listed. Point out that they can discuss one or two charities, depending on how much background information they have about each. Model the example with a volunteer. Tell students to use expressions from activity **A** to support their discussion. Ask for volunteers to repeat their conversations for the class, or have pairs meet with other pairs to introduce the charities that they know.



9A A helping hand

VOCABULARY Helping others

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

1 donate	money	time	social work
2 raise	volunteers	money	awareness
3 make	a cause	a donation	a difference
4 hold	a fundraiser	a charity	an event
5 support	a cause	a charity	money

- B** Work with a partner. Think of at least one charity for each category below. *Answers will vary*

Health	Environmental	Animal welfare

- C** Choose one or two charities from **B**. Explain what they do.

Save the Children raises awareness of children's rights.

Yeah, and they raise money for better health care and education.

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Language Note

Some additional language for talking about helping others:
 collect: *collect donations, collect money, collect contributions*
 find: *find donors, find sponsors, find funding*
 give: *give a donation, give to a charity, give to a cause*
 contribute: *contribute to a cause, contribute time*
 attend: *attend a charity event, attend a fundraiser*

- EXTENSION ACTIVITY** Have students work individually. Remind them of the organizations and people that they learned about and discussed in **Unit 8**. Ask them to write a description of one of those organizations using the language they now know to describe charities and charitable actions. Have them read their paragraphs to a partner.

LISTENING My fundraising adventure

Understanding directions

The nouns *north*, *south*, *east*, and *west* are also often used as adverbs to describe a direction of movement.

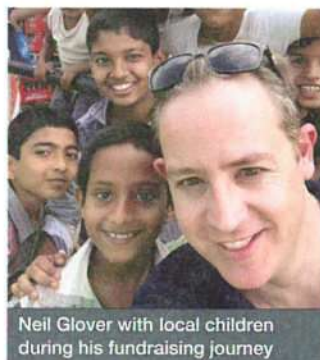
go north head south sail east fly west

A ▶ **9.2** Watch Neil Glover talking about a time he raised money for charity. What did he do to raise money?

- a He walked 100 km. b He sailed across an ocean. **c** He drove around a country.

B ▶ **9.2** Watch again. Circle **T** for true or **F** for false.

- | | | |
|---|----------|----------|
| 1 The event took place in England. | T | F |
| 2 The journey took eight days. | T | F |
| 3 Glover and his friends raised money online. | T | F |
| 4 Glover's team raised \$170,000. | T | F |



C CRITICAL THINKING

Personalizing Would you like to take part in the event Glover described? Why or why not? Discuss with a partner.

SPEAKING Talking about good causes

A ▶ **9.3** What are the two people talking about? **donating money**

A: Oh, my sister just texted me. She asked me to donate some money to charity.

B: What type of charity?

A: She's trying to raise money **to help save the rain forest.** **for an animal charity / for cancer research**

B: That's great!

A: Yeah. Last year, she ran a marathon to help raise awareness. She also **set up a website.** **held an event / held a fundraiser**

B: So, how much do you think you'll **give?** **donate / contribute**

A: Hmm. I think I'll donate \$20.

B: OK. Well, if you give \$20, I will, too. After all, it's for a really **good cause.** **worthy / worthwhile**

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

C Think about a time you helped a charity or cause. Note your ideas below. Work with a partner and explain how you helped.

Charity/Cause	How you helped

Last year, I volunteered at a hospital. I read books to young children.

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C CRITICAL THINKING Read the question aloud. Tell students to share their reasoning for wanting, or not wanting, to participate. Encourage partners to share stories about any unusual charitable events that they've been a part of or watched.

★ **CHALLENGE** Elicit a class discussion about the event that Glover was in. Ask students to comment on why they think it's an effective charity event, or why it's not.

SPEAKING

A Read the question aloud.

▶ **9.3** Play the audio/video. Have students check answers in pairs. Ask students, *What did the speaker's sister do last year to raise money?* (She ran a marathon.) Point out the expression *It's for a good cause*. Explain that this is a common reason to explain why we give money. Note that the two alternative options are also common expressions: *It's for a worthy cause*; *It's for a worthwhile cause*.

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

⊕ **SUPPORT** Play the audio/video again, pausing after each line so that students can repeat.

C Read the directions aloud. Ask students to use the language in the lesson to talk about a charity or cause that they have supported. Give students time to work individually to fill out the chart before discussing in pairs. Tell students to give some background information about the charity, if necessary. Explain that students can talk about the same charity as in **Vocabulary**, but they need to add new information and stories. Model the example. Point out that the speaker uses the past tense to discuss the event because it happened last year. Encourage partners to ask follow-up questions.

LISTENING

Read **Understanding directions** as students read along. Read the expressions aloud. Explain how the direction nouns can be used as adverbs to modify a verb. Point out that these adverbs come after the verb. Elicit any other words that can be used to modify verbs when giving directions. (*straight*, *left*, *right*, etc.)

A Have students preview the task. Point out that they only need to listen for information about the event.

▶ **9.2** Play the audio/video. Check answers as a class. Elicit the language

the speaker used to talk about directions. (*drove south*)

B Have students preview the task. Encourage them to guess answers based on their first listening.

▶ **9.2** Play the audio/video again. Check answers as a class. Elicit how to make any false statements true. (The event took place in India; Glover's team raised \$4,000, but the event raised \$170,000.)

9B

I'll make a donation.

LESSON OVERVIEW

Aims: Understand an infographic about raising money online; make offers and describe real conditions; practice planning an event

Infographic Summary: The infographic compares the success of various online social media platforms in regard to fundraising and highlights the difference in cost between online fundraising and traditional fundraising. Overall, we see that social media is the most effective and the most efficient way to raise funds.

LANGUAGE FOCUS

A Read the questions aloud.

▶ 9.4 Play the audio/video as students read along. Then give them additional time to look over the infographic. Check answers as a class. Ask students if they've ever raised money online or participated in an online fundraising campaign.

B Have students preview the task.

▶ 9.5 Play the audio/video. Check answers as a class. Elicit the answer to a more detailed question about the audio. Ask *How much in donations has the speaker collected so far?* (\$950)

C Have students read over the language chart. Note that students are learning how to both make an offer and accept or refuse the offer.

▶ 9.6 Play the audio/video. Direct students to page 157 for additional information.

9B

I'll make a donation.

LANGUAGE FOCUS Talking about fundraising

A ▶ 9.4 Read the information. Answer these questions with a partner.

- What two benefits of online fundraising does the infographic show?
It generates more money and has lower costs.
- According to the infographic, which online platform is the most effective way of raising money?
Using Twitter

GIVING ONLINE

Statistics show that fundraising online can generate more donations than traditional methods. Costs are also lower—both in terms of time and money spent.



FUNDRAISING COSTS (TIME AND MONEY)



B ▶ 9.5 Two people are talking about fundraising. Listen and complete the sentences.

- The man is raising money for a local *children's* charity.
- The man is using *Facebook* to collect donations.
- His friend says he will donate *50* dollars.

C ▶ 9.6 Watch and study the language in the chart.

Making offers and describing real conditions

I need help planning the event.	OK. I'll help you.
I'll help you if I have enough time.	If I have enough time, I'll help you.
I'll give you a hand if you need another person.	If you need another person, I'll give you a hand.
We won't have enough people if you don't help.	If you don't help, we won't have enough people.
If I give \$20, will you give the same amount?	Yes, I will. / No, I won't.

For more information on **will for offers and conditions**, see Grammar Summary 9 on page 157.

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Grammar Note

The language chart introduces real conditionals and language for making offers. Note that in this case, *making offers* refers to offering help or money to someone.

While the offer is made in the future tense, using *will*, the conditional *if*-clause uses the present tense. Note that when the sentence starts with *if*, a comma is used to separate the two clauses.

I will sponsor you if you run the marathon.

If you run the marathon, I will sponsor you.

D Match each sentence to the offer.

- | | |
|--|-----------------------------|
| 1 Jill isn't here yet. | I'll donate \$20 more. |
| 2 We're almost at our fundraising goal. | Sure, I'll take you. |
| 3 We need two more volunteers this weekend. | I'll explain it to you. |
| 4 Can someone give me a ride to the event? | OK, I'll call her. |
| 5 I don't understand what this charity does. | OK, we'll come on Saturday. |

E 9.7 Complete the information. Circle the correct options. Listen and check your answers.

Giving has never been easier. With the One Today app, you get details of a different charity sent to your smartphone every day. If you decide will decide to donate, the app is sending will send money directly to that day's charity.

The app is customizable, too. If you add will add details about your preferences, the app is sending will send information about different charities based on your interests. Many donations are just a dollar. The app's developers feel that more people will give money if the donations are will be small.



F Complete the sentences with your own ideas.

- 1 **A:** I'm thinking of volunteering at the hospital on weekends.
B: Great! If you do, I'll Answers will vary.
- 2 **A:** Do you think we should hold our fundraiser at 3:00 p.m. or 7:00 p.m.?
B: Definitely at 7:00. If you hold it at 3:00, Answers will vary.
- 3 **A:** What's the advantage of using social media to raise money for charity?
B: If you use social media, Answers will vary.

SPEAKING Planning an event

A Work in a group. Your school is going to hold an outdoor fundraiser for a charity of your choice. Decide on a charity and then plan the event. Discuss the questions below.

How will you advertise?	When and where will the event be held?
What activities will there be?	What will each person's responsibilities be?

B Create a backup plan in case these things happen. What will you do in each case?

It rains.	Nobody comes.	Nobody wants to donate.
-----------	---------------	-------------------------

If it rains, we'll have it on a different day.

Yeah, we'll try to move it to the following weekend.

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EXTENSION ACTIVITY Have students work in pairs to go online to check the site for the donation app One Today that is talked about in activity E. Ask them to review the site and decide if they think that the platform is effective, or not, for getting donations. Tell them to give reasons for why, or why not.

SPEAKING

A Have students preview the task. Divide the class into groups. Read aloud the questions that they should consider as they plan their events. Point out that it's an outdoor event with the aim of getting people to donate money. Tell groups to first choose a charity or a cause to support. If students don't know about local charities, give them time to research online or let them create an imaginary charity for the activity.

B Have groups preview the task. Elicit the meaning of *backup plan*. Explain that organizations that plan big events have to have backup plans in case unexpected things happen like bad weather. Tell each group member to take one unexpected event and offer a suggestion or solution. Then tell other group members to add any additional suggestions that they have.

CHALLENGE Have students add one unexpected situation that they need to prepare for. Have each group introduce their situation to the class so that all groups have to think of a backup plan for that situation.

EXTENSION ACTIVITY Have groups make a poster, online advertisement, or radio commercial for their event to advertise at the school or to community members.

D Have students work individually. Have them check answers in pairs. Ask them to read the parts of the conversation aloud to check their answers.

E Have students work individually to complete the activity.

9.7 Play the audio/video to check answers.

F Note that answers will vary. Have students work individually to complete the sentences. Then have students work in pairs to read their sentences to each other. Tell partners to alternate between A and B roles. Then ask partners to evaluate whether or not the sentence makes sense. Check answers as a class by asking for volunteers to perform their conversations for the class.

Donation revolution

LESSON OVERVIEW

Aims: Read and comprehend an article about donating online; understand purpose and details; talk about charity apps

Target Vocabulary: advance, damage, disaster, impact, innovative

Reading Summary: Technology is changing the world of charity by making it easy to give money to causes. People can donate money immediately after a disaster right from their smartphones. Social media has made it especially easy to ask people to give to causes. There are also apps that make donating fun, as they combine it with actions like exercise or taking pictures. Technology is also making contributing to causes more enjoyable.

PRE-READING

A Ask students to think about the question and make notes of their ideas. If necessary, let them use a dictionary to check the meaning of *revolution*. Then have them discuss in pairs before eliciting a class discussion. Remind students that they learned to use *will* to talk about predictions.

B Tell students to read the passage to check their answers. Have students read silently.

9.8 Play the audio as students read along, if necessary. Point out the glossary at the end of the passage with the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with. Check answers as a class.

Donation revolution

PRE-READING Predicting

A Read the lesson title. What do you think the passage is mainly about? Discuss with a partner.

B Read the passage. Check your prediction.



U.N. soldiers help evacuate Haitian children from a refugee camp after the 2010 earthquake.

9.8

In 2010, a huge earthquake hit Haiti, causing the deaths of over a hundred thousand people and millions of dollars' worth of **damage**. The international community jumped into action¹ to provide aid. On this occasion, funds were raised with amazing speed—within a week of the quake, the American Red Cross had raised \$22 million. The reason? People were donating via their mobile phones.

² Technological **advances** have changed how charities work. Gone are the days when someone knocked on your front door and politely asked you to make a donation. In today's world of computers, smartphones, tablets, and smartwatches, charities can now reach more people than ever before.

³ Social media in particular has had a great **impact** on charity. News of **disasters** spreads quickly around the world. This enables charities to raise money extremely quickly, as in Haiti. And the quicker aid can be delivered, the more lives can be saved. Individual fundraising has also benefited.

102 | jump into action: v. to act quickly

Most people are now so well-connected through sites like Facebook that asking people to contribute to your chosen cause is easier than ever.

⁴ New, **innovative** ways of donating are being thought up all the time. For example, if you want to support a good cause and keep fit at the same time, you can use an app called Charity Miles. The app can track the distance you run or cycle. For every kilometer you cover, the app's sponsors will make a donation to a charity of your choice. There's also SnapDonate, which allows users to donate simply by taking a photo of a charity's logo with their smartphone. The app recognizes the logo and allows users to immediately make a donation through their phones. This cuts out the need for entering payment details on charity websites, and makes the process of donating small amounts to multiple charities much simpler.

⁵ Apps like these are growing in number, and that can only be a good thing. In the future, it's likely that we'll all be giving to our favorite causes more easily and more often.

Language Note

When discussing natural disasters such as an earthquake, typhoon, tsunami, etc., the verb *hit* (line 1) is commonly used because disasters cause harm.

Social media (paragraph 3) refers to sites like Facebook that connect many users who have social connections.

The term *app* is short for *application* and refers to software programs that run on mobile phones or computers.

A *logo* (paragraph 4) is a graphic design or symbol that represents a company or organization.

UNDERSTANDING PURPOSE

Choose the option that describes the main purpose of each paragraph.

Paragraph 1

- a gives an example of a relief effort that benefited from new technology.
- b explains how bad the Haiti earthquake was for the people there.

Paragraph 2

- a describes how to donate using a charity's website.
- b compares fundraising methods in the past with those in the present.

Paragraph 3

- a explains the effect social media has had on fundraising.
- b describes how to raise money using Facebook.

Paragraph 4

- a compares two new apps.
- b gives examples of new ways of donating.

UNDERSTANDING DETAILS

Circle **T** for true, **F** for false, or **NG** if the information is not given in the passage.

- | | | | |
|--|---|---|----|
| 1 The 2010 Haiti earthquake was the biggest in the country's history. | T | F | NG |
| 2 In 2010, the American Red Cross raised \$22 million in less than one week. | T | F | NG |
| 3 After the Haiti earthquake, people donated money using their mobile phones. | T | F | NG |
| 4 Charities raise more money through social media than through their own websites. | T | F | NG |
| 5 Charity Miles raises money for charity while you're running. | T | F | NG |
| 6 SnapDonate donates money every time you take a selfie. | T | F | NG |

BUILDING VOCABULARY

A Complete the sentences using the correct form of the words in blue from the passage.

- 1 The way charities raise money has changed due to advances in technology.
- 2 Charity Miles is an example of a(n) innovative new app.
- 3 The 2010 Haiti earthquake is an example of a natural disaster.
- 4 The use of new technology has had a huge impact on the speed of fundraising.
- 5 Earthquakes can cause a lot of damage.

B CRITICAL THINKING

Evaluating Read paragraph four again. Which app do you think would be more effective at raising money? Discuss with a partner.

Ask them to say what they like about the service and site, as well as ideas for improving both. Note that this may also be a useful activity after **Critical Thinking**.

BUILDING VOCABULARY

A Tell students to go back to the reading passage to see each word used in context. Have students work individually before checking answers in pairs. Encourage students to share their experiences with charities using the vocabulary words.

B **CRITICAL THINKING** Read the questions aloud. Give students a few minutes to think about their answers before discussing in pairs. Ask students to expand on their answers by sharing any experiences that they have with using other online sites for donating. Note that the **Extension Activity** above encourages students to learn more about each site. It can also be done after **Critical Thinking**.

➡ **EXTENSION ACTIVITY** Have students work in small groups to design an app that makes donating fun, such as the two apps described in the reading passage. Ask them to write a description of the app, which cause it supports, and how it makes donating enjoyable. Then have groups present their app to the class. Tell the class to vote on their favorite.

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UNDERSTANDING PURPOSE

Have students preview the task. Explain that the *main purpose* of a passage is the reason that the author wrote it. Each paragraph has a purpose as well, but this is to support the main purpose and overall message.

Tell students to refer back to the passage as they complete the activity. Ask them to compare answers in pairs before checking answers as a class.

UNDERSTANDING DETAILS

Have students work individually. Check answers as a class. Elicit the line number where each detail is found in the passage, as well as how to change each false statement to make it true.

➡ **EXTENSION ACTIVITY** Have students work in pairs to go to the website for either Snap Donate or Charity Miles and learn more about the service. Then have pairs meet with a pair who learned more about the other site and have them share information.

9D

Should you donate differently?

LESSON OVERVIEW

Aims: Watch and understand a talk about donating directly; observe using supporting evidence

Target Vocabulary: dedicated, invest, recipient, veteran

TED Talk Summary: After working for ten years at aid organizations in Africa, Joy Sun came to the conclusion that donations could be put to better use if given directly to the people who need them, instead of to aid organizations. Sun shares research that shows how people use money that has been directly given to them and argues that it is a much more effective and efficient way to make a difference in people's lives. Her organization GiveDirectly does just that.

PREVIEWING

Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word. Note that the noun *veteran* is often used as a modifier, such as in the paragraph and TED Talk (*veteran aid worker*), to indicate that someone has done something (e.g., a job) for a long time.

VIEWING

- A** Have students preview the task. Tell them to listen carefully for what Sun agrees with now. Note that some of the statements are beliefs that she talks about because she used to have them.
- 9.9** Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. Explain the meaning of

9D

Should you donate differently?

TED TALKS

JOY SUN is a **veteran** aid worker who has **dedicated** her career to helping the poor. Her idea worth spreading is that there may be more value in giving money directly to poor people, for needs the **recipients** identify themselves, rather than **investing** in aid programs.



PREVIEWING

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

- 1 people who receive something: recipients
- 2 given all your time and effort to: dedicated
- 3 an experienced person: veteran
- 4 putting money into something: investing

VIEWING

- A** **9.9** Watch Part 1 of the TED Talk. Check [✓] each statement that Sun agrees with.

- ☒ It can be a good idea to give cash directly to poor people.
- ☐ Aid workers do more good for poor people than they can do for themselves.
- ☐ Poor people are poor partly because they don't make good choices.

- B** **9.10** Watch Part 2 of the TED Talk. The chart shows what happened in three countries when poor people received cash. Complete the notes by circling the correct words.

Uruguay	Sri Lanka	Kenya
<ul style="list-style-type: none"> Pregnant women bought better <u>(food/ clothing)</u>. Women gave birth to healthier babies. 	<ul style="list-style-type: none"> Men <u>invested</u> in their <u>(businesses/ homes)</u>. 	<ul style="list-style-type: none"> People invested in a range of assets.¹ Farming and business income <u>(increased/ decreased)</u>.

assets: n. the things someone owns

- C** **9.11** Look at the graph. Does it show a successful or unsuccessful aid program? Discuss with a partner. Watch Part 3 of the talk to check your answer. The graph shows an unsuccessful aid program.



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any unfamiliar language. Suggestions for Part 1 include *assumption* and *evidence*.

- B** Have students preview the chart. Tell them to check what information they need to listen to for each country.

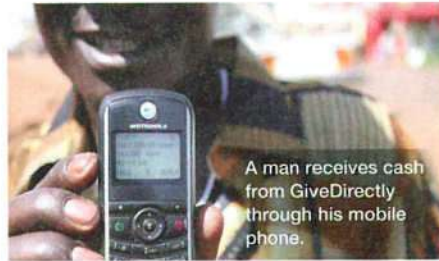
- 9.10** Play Part 2 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *dozens*, *assets*, and *home improvements*.

- C** Give students time to look over the graph and discuss with a partner.

- 9.11** Play Part 3 of the TED Talk to check answers. Write on the board: *The real irony is, for every 100 dollars' worth of assets this program gave someone, they spent another 99 dollars to do it.* Check answers and go over the meaning of the quote on the board by using the graph. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *irony*.

- D** ▶ **9.12** Watch Part 4 of the TED Talk. Circle the correct words to complete the summary.

GiveDirectly sends ¹(food / money) directly to the poor. So far the organization has helped ²(1,000 / 35,000) people in Kenya and Uganda. Cash is sent to families in ³(one-time / monthly) payments. The organization looks for the ⁴(poorest / youngest) people in the poorest places. Sun wants other aid organizations to prove they are doing more for the poor than the poor do for themselves.



E CRITICAL THINKING

Reflecting Has Joy Sun's talk changed the way you think about giving to charity? Why or why not? Discuss with a partner.

Answers will vary

VOCABULARY IN CONTEXT

- ▶ **9.13** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

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


PRESENTATION SKILLS Using supporting evidence

In any presentation, it's important to support any points you make with evidence. For example, you could choose to:

give a statistic cite some research tell an anecdote

- A** ▶ **9.14** Watch the excerpts from Joy Sun's TED Talk. Notice how Sun cites research to support her argument.

- B** ▶ **9.15** Watch the excerpts. Match each speaker to the type of supporting evidence they use.

- | | | |
|------------------|---|----------------------|
| 1 Munir Virani |  | tells an anecdote. |
| 2 A. J. Jacobs |  | cites some research. |
| 3 Andras Forgacs |  | gives a statistic. |

- C** Work in a group. Each person chooses a topic to talk about for 30 seconds. As part of your talk, use some supporting evidence.

a good charity to support
something good your school does

a good place to volunteer
why giving time is better than giving money

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- D** Have students preview the task. Tell them the paragraph is a summary of what they will watch. Note that students may be able to guess the answers based on what they've learned so far about Sun's ideas about aid.

▶ **9.12** Play Part 4 of the TED Talk. Have students work individually to complete the activity. Have students check answers in pairs by reading the paragraph aloud to each other. Explain the meaning of any unfamiliar language. Suggestions for Part 4 include *intermediaries*, *corruption*, and *eradicating*.

- E CRITICAL THINKING** Read the question aloud. Give students time to think before discussing. Tell them to support their opinions with reasons, and share stories or anecdotes. Ask for volunteers to share some of the points they discussed with the class.

Language Note

Part 1

An *assumption* is accepted as true without *evidence*. *Evidence* provides proof that something is true (or not).

Part 2

While a *dozen* specifically refers to the number twelve, the plural *dozens* is used to refer to a general amount that is a lot.

An *asset* is something you own of value.

Home improvements refers to making physical changes to your house.

Part 3

The noun *irony* refers to a situation that is the opposite of what you expect.

Part 4

An *intermediary* is a middle man who helps connect people.

Corruption refers to the misuse and stealing of funds.

To *eradicate* something means to make it disappear completely.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Using supporting evidence**. Elicit the types of evidence: quotes, statistics or research, anecdotes.

- A** Have students preview the task.

▶ **9.14** Play the video. Elicit what evidence Sun uses and how it impacts the listeners.

- B** Have students preview the task.

▶ **9.15** Play the video. Check answers as a class, eliciting thoughts on what kind of impression the evidence made on them.

- C** Give students time to look over the topics and write notes. Have them take turns presenting to their groups. Then group members make suggestions for additional evidence that could have strengthened their messages.

Choosing a charity

LESSON OVERVIEW

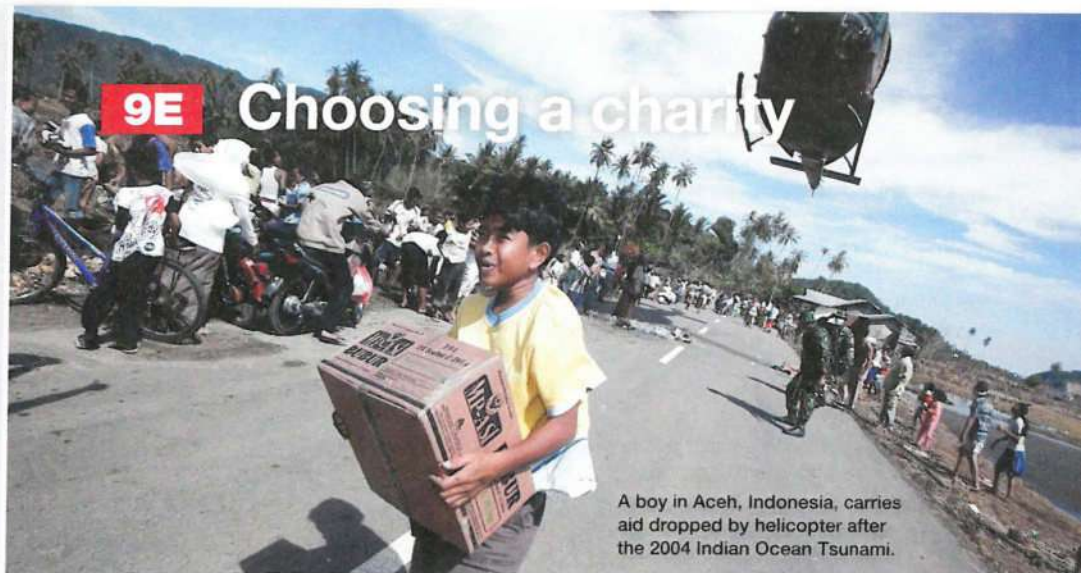
Aims: Discuss how much to donate to six different charities; explain reasons; write a description of a charity

COMMUNICATE

- A** Have students work individually to read the descriptions of the six charities. After students have finished reading, elicit a few details about the charities from the class to check comprehension.
- B** Divide the class into groups. Tell each group to imagine they have \$100 to donate to one or more charities. Ask groups to discuss each charity in turn and decide how much of their \$100 they would like to donate. Encourage students to keep a note of the decisions they make. Read aloud the phrases for **Explaining reasons**. Encourage students to practice using them in their group discussions, in addition to the next discussion with other groups.
- C** Ask each group member to contribute at least one reason. Tell groups to take turns presenting to each other. Remind them to use evidence to support their ideas. Ask the group who is listening to ask follow-up questions.
- ★ **CHALLENGE** Have each group repeat their presentations to the class. Tell them to first make adjustments to improve their presentation based on their experiences presenting to the other group.

WRITING

- A** Tell students that they are going to write about a real charity or cause that they like. Read the questions aloud. Encourage them to gather some supporting evidence to use



A boy in Aceh, Indonesia, carries aid dropped by helicopter after the 2004 Indian Ocean Tsunami.

COMMUNICATE How to give

- A** Six charities are asking for donations. Turn to page 143 and read the information.
- B** Work in a group. You have \$100 to donate to one or more charities. Decide as a group who to give to, and how much to give.

I think we should give some to Tsunami Relief.

Maybe we should give to a local charity. It will help our community.

- C** Work with another group. Present your ideas. Give reasons for your decision.

Explaining reasons

Let me tell you why.

Let me explain why.

Let me give you the reason.

WRITING A charity I support

- A** Think about a cause or a charity that you support. Consider the following questions.

What does the charity do?

What are donations used for?

Why do you think it's a good cause?

- B** Use the questions above to write about the charity.

I support the charity Sustrans. It's a charity that works to make it easier for people to travel by foot, bike, or public transportation. I think it's a great cause. If people can use their cars less, it will be good for the environment.

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in their paragraphs. Give them time to do some quick research online, if necessary. Tell them to use the questions as a guide for their content.

- B** Read the model aloud. Note that the writer names the charity and then gives more details to describe it.

Have students share their completed paragraphs with a partner or small group.

- ➔ **EXTENSION ACTIVITY** Have students introduce the charity that they wrote about to the class. Use this as an opportunity to review the presentation skills that students have learned so far in the book. Ask them to use as many skills as possible in their presentations.

Presentation 3

MODEL PRESENTATION

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

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

Today, I'm going to tell you about a great city that I visited last year—Toronto. Toronto is the most populous city in Canada. According to ¹ _____ the 2011 census, Toronto had a population of around three million people and it's the fourth largest city in North America. It's a really ² _____ and cosmopolitan place. I stayed for a week with my friend Josh, who ³ _____ in Toronto. He lives in the ⁴ _____, but I visited the downtown area almost every day. There are so many things to do and places to see. I visited a lot of ⁵ _____ and art galleries, and in the evenings I ⁶ _____ at some great restaurants. Toronto is also well known for its music scene—I managed to ⁷ _____ some really cool bands while I was there. My favorite place though was St. Lawrence Market. According to National Geographic, it is the world's best food market, and I could see why. You can spend hours there looking at and trying some of the ⁸ _____-produced food. ⁹ _____ the future, I'm hoping to visit again. When I finish university, I'd love to be able to find a job there and make Toronto my home. It ¹⁰ _____ won't be easy, but who knows?

Thank you so much.



B **P.3** Watch the presentation and check your answers.

C **P.3** Review the list of presentation skills from Units 1–9 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker ...

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

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C Have students preview the task.

P.3 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–6:

1. using questions to signpost
2. personalizing the presentation
3. closing a presentation effectively
4. providing background information
5. numbering key points
6. using your voice effectively

Then elicit the presentation skills for Units 7–9:

7. telling an anecdote
8. using supporting evidence
9. using an effective slide

Ask students to describe the slide they see in the video. Was it effective? How could it be improved?

Review the presentation skills from Units 7–9 in more detail. Elicit the language options or techniques for each that students can use in **Your Turn**.

Presentation 3

Aims: Students give a short presentation to a group about a city using the presentation skills they learned in Units 7–9 as well as relevant ones from previous units.

MODEL PRESENTATION

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

1. What is the topic? (Toronto)

2. What is the purpose of the talk? (to introduce an interesting place)
3. What background information does the speaker provide? (the population and size of the city)
4. What positive points about the city does the speaker mention? (restaurants, museums, bands, food market)

B **P.3** Play the video to check answers. Ask students to comment on any ways in which the speaker changed her voice during the presentation. Did they think it was effective?

YOUR TURN

- A** Have students preview the task. Encourage them to choose a city that they know about.

Give students 10–15 minutes to write notes about the city. If necessary, give them time to go online and gather useful statistics for their presentations. Note that students will mostly be focusing on language and expressions learned in Unit 8 for this presentation. If time permits, have students do a quick page-by-page look at the unit to review the content.

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

Give students additional time to revise their notes and decide what language to use in their presentations.

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

Encourage listeners to ask questions during and after presentations.

- D** Remind students that when offering feedback, it's good to start with some praise. Elicit some simple phrases for students to praise each other: *Well done!; You did great.; That was interesting.*

Explain that after giving praise, students should next offer some positive feedback just like the speaker in the example (*You had good signposting throughout. I could follow your presentation easily.*), and then offer any points that need to be improved (*But you forgot to close effectively.*).

- ★ **CHALLENGE** Have partners make suggestions of how the presentation could be improved. Then have students give their presentations again for the class.

YOUR TURN Answers will vary

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

What's the name of the city?

Where is it exactly?

What's special about it?

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

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

Useful phrases

Places in a city:

galleries, markets, museums, riverfront, suburbs, theaters

Adjectives to describe a city:

bustling, lively, modern, multicultural

Phrasal verbs:

eat out, check out, hang out, get around

Future hopes:

I'd love to ... / Hopefully, I'll ...

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

The speaker ...

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

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

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

10 Mind and Machine

“We are really only scratching the surface of what is possible today.”



Tan Le
Entrepreneur, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about the capabilities of the human brain.
- read about new technology that you control with your mind.
- watch a TED Talk about a technology with life-changing applications.

WARM UP

▶ **10.1** Watch part of Tan Le's TED Talk. Answer the questions with a partner.

- 1 What does the headset allow Evan to do?
- 2 What do you think this technology could be used for? *Answers will vary.*

It allows him to move an object on a computer screen using only his mind

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UNIT GOALS

The unit focuses on the brain. Students will learn language to talk about the brain and discuss how technology can be used to harness the brain's powers. They will read and watch a video about how companies are using mind-control technology to create useful, life-changing applications. They will also watch a demonstration of one such device.

TED Speaker

Tan Le is the founder of Emotiv, a company developing technology for reading brainwaves.

TED Talk Summary

Tan Le gives a demonstration of a headset that her company is developing that can read our brainwaves and enable us to interact with virtual or mechanical objects. She explains how this technology has the potential to change our lives, from improving video games to helping people with disabilities.

Idea Worth Spreading

We may soon be able to use life-changing technology that can read our thoughts.

10

Mind and Machine

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit the meaning of *scratching the surface*. The expression refers to only having shallow knowledge of something. Note that the quote will not be heard in the video clip.

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

For question 1, note that students will see a demonstration of a headset being used that can read a person's thoughts by sensing brainwave activity. The volunteer is trying to pull a virtual image toward him with his thoughts.

For question 2, note that students don't have to understand the technology in detail to discuss. They simply have to see what's possible, which they observe in the demonstration in the video. Have students brainstorm some possible uses for similar technology. Elicit ideas from pairs. Possibilities Tan Le later discusses range from helping disabled people with mobility issues to playing video games.

Content Note

TED speaker Tan Le has an interesting personal history that is worth sharing with students if time permits. Her family fled Vietnam in a small boat when she was four years old and rebuilt their life from there. She grew up in Australia and now lives in San Francisco, where she heads her company. She tells her riveting life story in another TED Talk, "My Immigration Story." It is a good example of the power of engaging an audience with a personal story.

10A

The brain

LESSON OVERVIEW

Aims: Learn words for talking about the brain; listen to a brain expert; practice talking about games that test the brain

Target Vocabulary: balance, concentration, dream, emotion, memory, sensation

VOCABULARY

A Have students preview the task. Point out that the circles next to each part of the brain are color coordinated with the picture of the brain in the picture on the page. Tell students to refer to the picture as well when they listen to the audio.

▶ 10.2 Play the audio/video. Have students work in pairs to match the words and definitions. Check answers as a class.

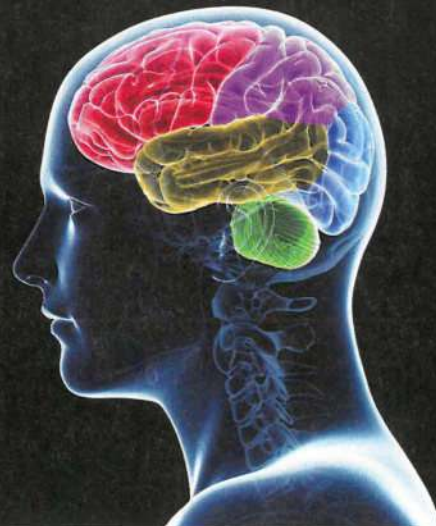
B Have students work individually. Note that activity **A** uses the vocabulary with more technical information about the brain, while Activity **B** shows more general uses of the words and explains their meanings. Check answers as a class, eliciting additional example sentences for each vocabulary word.

C Have students work in pairs. Tell them to use the information in activity **A** and the diagram to decide which part of the brain is engaged for each of the examples in activity **C**. Have pairs compare their answers with another pair.

Language Note

The term *hand-eye coordination* refers to our ability to see and move at the same time in an organized fashion. While all humans have this skill, we usually only refer to it when praising someone, such as an athlete who has especially impressive hand-eye coordination.

10A The brain



Parts of the brain

- Frontal lobe
- Occipital lobe
- Temporal lobe
- Cerebellum
- Parietal lobe

VOCABULARY Brain functions

A ▶ 10.2 Listen and match each part of the brain to its function.

- | | | |
|------------------|---|---|
| ● Frontal lobe | ○ | long-term memory , understanding language |
| ● Occipital lobe | ○ | pain and touch sensations , numbers, spelling |
| ● Temporal lobe | ○ | concentration , problem-solving, emotions |
| ● Cerebellum | ○ | processing visual information, dreams |
| ● Parietal lobe | ○ | balance , hand-eye coordination |

B Complete the sentences. Circle the correct words.

- 1 **Balance** is important when you (sleep / walk).
- 2 When you **concentrate**, you (talk quickly / think hard) about something.
- 3 **Dreams** are thoughts you have when you're (asleep / awake).
- 4 An example of an **emotion** is (love / language).
- 5 Your **memory** is your ability to (create / remember) things.
- 6 A **sensation** is a (physical feeling / type of memory).

C Work with a partner. Which parts of the brain do you think are involved in these activities? *Answers will vary.*

- | | | |
|----------------------------|------------------|---------------------------------|
| solving a math problem | playing tennis | cooking dinner |
| looking at a pretty sunset | writing an essay | remembering your fifth birthday |

I think solving a math problem involves the frontal lobe.

I agree. I think it also involves the ...

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➔ EXTENSION ACTIVITY Have students work in small groups to make an infographic about the brain using the information and language in **Vocabulary**. Hang the infographics around the classroom for others to see.

LISTENING The power of visualization

Listening for instructions

In English, instructions are often given using the imperative form of the verb. For example:

Open your books. Don't forget to ... Be quiet.

- A** ▶ **10.3** Watch psychology professor Brian Scholl describe a simple experiment. What is the aim of the experiment?
to see if visualization can improve hand-eye coordination

- B** ▶ **10.3** Watch again. Number the steps in the experiment 1–4.

- 3 Try to make some baskets.
- 2 Crumple up some pieces of paper.
- 4 Visualize your throw and then try to make some baskets.
- 1 Set up a wastebasket.

C CRITICAL THINKING

Applying Work with a partner. Try the experiment Scholl described. Discuss your results.

SPEAKING Talking about a game

- A** ▶ **10.4** What kind of game is the person playing on their phone? a brain game

A: Hey, what are you doing?

B: I'm playing a brain game.

A: A brain game? What's that?

B: It's an app that exercises your brain.

I use it every day. Do you want to try? have a go / give it a go

A: Sure! Yeah, OK. / I'd love to!

B: There are different games that exercise different parts of your brain.

A: Wow! This one's really tricky. complicated / difficult

B: Yeah, it is at first. But keep trying. You'll don't give up / don't quit
get better really quickly.

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

- C** Work with a partner. Try the following brain game. Count each f in the sentence below.

Fifty-five fireflies flew from the top to the bottom of the fig tree. 9

Was it difficult? Can you explain why? Discuss with your partner.

- D** Turn to page 144 and try two more brain games. Which one do you find most difficult?

On page 144 there are 8 squares.



Brian Scholl, psychology professor

SPEAKING

- A** Read the question aloud. Ask students to read along as they watch.

▶ **10.4** Play the audio/video. Check answers as a class. Ask, *How often does the speaker use the app?* (every day) Point out the expression *Do you want to try?* Explain that this is a useful question to invite someone to try something that you are doing. Note that *want to* often becomes *wanna* as the sounds are commonly linked when pronounced.

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

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

- C** Give students enough time to do the brain game. Have them do it individually and discuss with their partner after they complete it. Tell them to compare answers and to talk about whether the game was difficult for them. There are nine *fs* in the sentence. People often count only eight as they miss the *f* in *of* due to the fact that it is pronounced as a /v/ sound.

- D** Have students turn to page 144 and work individually to do the games. Then have them compare their answers and experiences in pairs. Which one did they find more difficult? What part of their brains do they think they were using the most when playing these games?

➔ **EXTENSION ACTIVITY** Have students work in pairs or small groups to try some brain exercises online. Ask them to choose their favorite and introduce it to the class so that others can try it, too.

LISTENING

Read the box **Listening for instructions**, eliciting or explaining the meaning of *instruction*. Then read the information and phrases as students read along. If necessary, explain that the imperative form is the infinitive of the verb without *to*.

- A** Have students preview the task.

▶ **10.3** Play the audio/video.

Check answers as a class. Elicit an explanation and demonstration of hand-eye coordination. Ask students to name some sports that require good hand-eye coordination.

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

▶ **10.3** Play the audio/video again. Check answers as a class.

- C** Have pairs report the results of their experiments to the class. Did their performance results change when they used visualization or not? Which of them have better hand-eye coordination?

➔ **EXTENSION ACTIVITY** Ask students to share with a partner anything they do to keep their brains active and healthy.

10B

That's incredible!

LESSON OVERVIEW

Aims: Understand an infographic about the brain; use adverbial phrases; talk about your brain.

Infographic Summary: Six extraordinary facts about the brain are revealed, including the fact that fibers in each person's brain could circle Earth four times

LANGUAGE FOCUS

A Have students preview the task.

10.5 Play the audio/video as students read along. Then give them additional time to look over the infographic. Elicit a class discussion about which fact is the most interesting, and why.

B Have students preview the task.

10.6 Play the audio/video. Check answers as a class. Elicit how to make any false statements true. Ask students to raise their hands if they've heard the myth that we only use 10 percent of our brains. Ask them to comment on whether they believed the myth or not.

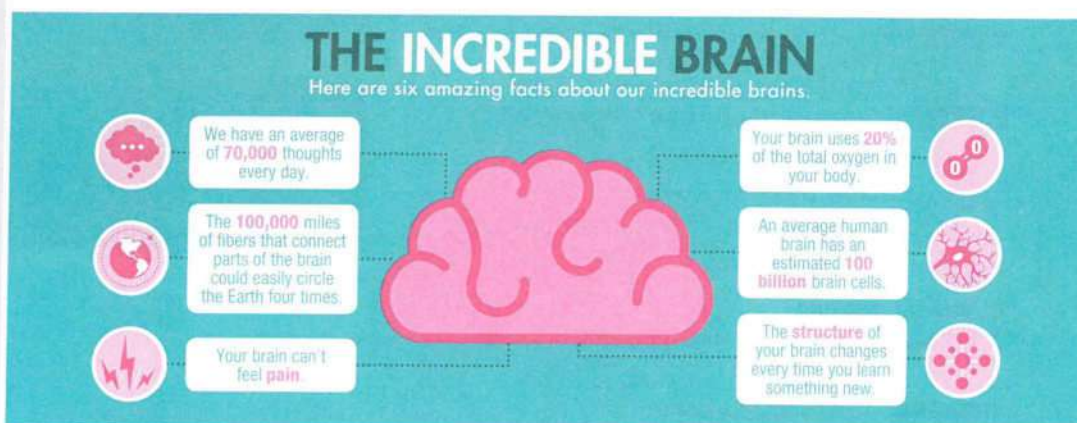
C Have students read over the language chart. Tell them to pay attention to the phrases in blue and their positions in the sentences.

10.7 Play the audio/video. Explain the meaning and use of the adverbial phrases for each category. Direct students to page 158 for additional information.

10B That's incredible!

LANGUAGE FOCUS Discussing facts

A **10.5** Read the information. Which fact do you find the most incredible? *Answers will vary.*



B **10.6** Listen to an expert give additional information about the brain. Circle **T** for true or **F** for false.

- Your brain can generate enough energy to power a lightbulb. **T** **F**
- Humans only use about 10 percent of their brain. **T** **F**
- Men's and women's brains are the same size. **T** **F**

C **10.7** Watch and study the language in the chart.

Using adverbial phrases

Time

We have an average of 70,000 thoughts **every day**.
Your brain stops growing at **age 25**.

Other examples

a day
after a while

Manner

Without oxygen, your brain would **quickly** die.
The children are playing brain games **quietly**.

Other examples

slowly
calmly

Attitude

Hopefully, tech innovations will help people with brain injuries.
Fortunately, researchers are learning more and more about the brain.

Other examples

Luckily,
Interestingly,

For more information on **adverbial phrases**, see Grammar Summary 10 on page 158.

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Grammar Note

The language chart introduces adverbial phrases.

Point out the three positions of the adverbs shown in the examples in the language chart. Most adverbs can come before a verb or at the end of a clause. Some adverbs can come at the beginning of a clause, as in the examples under **Attitude**. Adverbial phrases related to time often come at the end of a clause, but many can also be moved to the beginning of the clause for extra emphasis.

D Unscramble the sentences.

- 1 time / for / science / Randy / studied / a / long Randy studied science for a long time.
- 2 ten / age / three languages / Carrie / learned / before Carrie learned three languages before age ten.
- 3 easily / word problems / Bianca / solve / can Bianca can solve word problems easily.
- 4 the exam / unfortunately / Matt / didn't pass Unfortunately, Matt didn't pass the exam.

E Circle the correct word in each sentence.

- 1 She solved this word puzzle so (easy/easily).
- 2 He thought the answer was really (obvious/obviously).
- 3 (Amazing/Amazingly), he memorized all the words in the book.
- 4 He answered all the questions (correct/correctly).
- 5 She's very (good/well) at doing math in her head.
- 6 He was (lucky/luckily) to have such an amazing brain.

F **10.8** Complete the information with words from the box. One is extra.
Listen and check your answers.

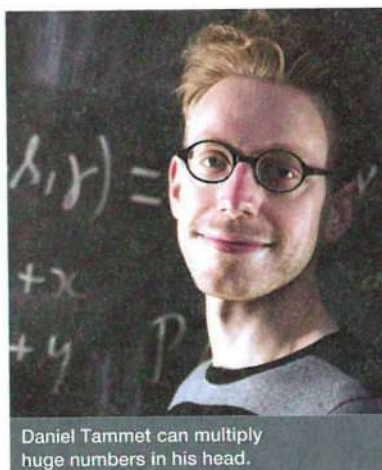
at amazingly constantly easily for in well

Author Daniel Tammet is very good with numbers. ¹ Amazingly, he can memorize pi (π) to 22,500 digits, and he can multiply huge numbers in his head ² in just seconds.

For Tammet, each number has a color, shape, and texture. He says the number 1 is like a shining light, 3 is green, and 5 is like thunder.

This ability enables him to perform amazing feats quite ³ easily. As Tammet explains, "When I multiply numbers together, I see two shapes. The image starts to change and evolve, and a third shape emerges."

As a child, Tammet ⁴ constantly suffered from violent and painful seizures—a condition that affects the heart and brain. In spite of this, he performed extremely ⁵ well at school. Tammet only discovered why he was different ⁶ at age 25. Doctors diagnosed him as being an autistic savant—a person who suffers from a development disorder but who has amazing brain functions.



Daniel Tammet can multiply huge numbers in his head.

SPEAKING A logic puzzle

Work with a partner. You are going to try a logic puzzle. Turn to page 144 and follow the instructions.

Answer to puzzle: 1. Roger, 32, Australia; 2. Paul, 37, New Zealand; 3. John, 27, South Africa; 4. Mark, 18, England

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SPEAKING

Have students work in pairs and turn to the logic puzzle on page 144. Students must complete the results table based on the information given. Encourage students to share any deductions they make with their partner. When checking answers, draw or project the results table on the board. Ask for a volunteer to fill in the table, explaining their thought process as they do so.

EXTENSION ACTIVITY Have pairs work together to create a similar puzzle to the one on page 144. When finished, distribute the different puzzles around the class and have other students try to complete them.

- D** Have students work individually. Ask them to check answers in pairs by taking turns reading the sentences aloud to each other.

CHALLENGE Have students share if they know anyone like Carrie or Bianca described in the sentences.

- E** Have students work individually to complete the sentences. Check answers together, going over the use and meaning of each adverb.

- F** Have students work individually to complete the paragraph.

10.8 Play the audio/video to check answers. Ask students to share their impressions of the story of Daniel Tammet.

EXTENSION ACTIVITY Have students work in pairs to summarize in their own words the information in the paragraph about Daniel Tammet. Encourage students to go online to find out more about autistic savants. Ask partners to share any relevant anecdotes or stories, if they have any.

Power of the mind

LESSON OVERVIEW

Aims: Read and comprehend an article about applications using mind-control technology; understand main ideas and details.

Target Vocabulary: autonomous, breakthrough, evolve, interpret, signal

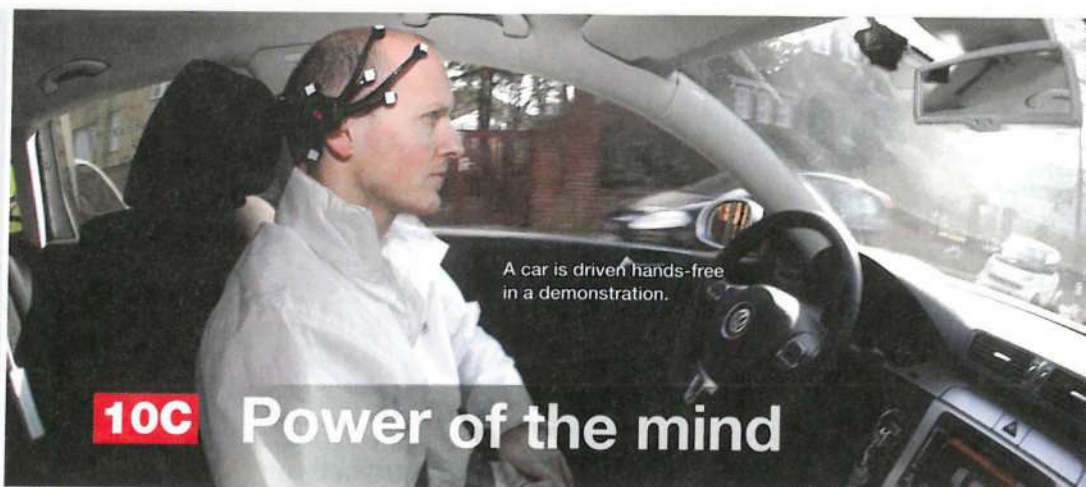
Reading Summary: Three companies have made breakthroughs in technology that let us control objects with our mind. First, the Chilean company Thinker Thing has a headset that can be used to create items based on our preferences, such as a child's toy. BrainDriver is technology made by a German team that lets a person partially control a driverless car with thoughts. Finally, The MiND Ensemble, in the United States, turns a person's thoughts into live music by turning brain signals into sounds.

PRE-READING

A Have students work individually. Read the question aloud. Give them one minute to skim the article to find the purpose. Remind students to include the title, subheadings, pictures, and captions while they skim. Point out that they are skimming to find the main idea, not scanning for specific information.

B Have students read the entire passage, either silently or while listening to the audio.

10.9 Play the audio if necessary. Check answers as a class. Elicit the hints students picked up while skimming. Students should recognize that each topic sentence introduces a company with a different application of mind-control technology.



10C Power of the mind

PRE-READING Predicting

A Look at the title and skim the text quickly. What do you think the reading is mainly about?

- a the problems of using mind-control technology
- b** applications of mind-control technology

B Read the passage. Check your prediction.

10.9

Mind control is no longer science fiction. Thanks to **breakthroughs** in our understanding of the brain, together with new technology, there are already some amazing things we can do.

Thinker Thing

In 2012, a Chilean company called Thinker Thing produced the first object to be created by thought alone. The company used an electroencephalography (EEG) headset together with a 3D printer. A user was shown a series of **evolving** shapes on a computer screen. The EEG headset was able to tell if the user had positive or negative responses to the shapes. Eventually, an object was printed in 3D in line with the user's preferences. As this technology improves, it's possible that every child will be able to design and build their perfect toy in just minutes.

BrainDriver

In Germany, engineers have developed an application called BrainDriver that allows a driver

to control a car with his or her mind. The idea is to combine an EEG headset with an **autonomous** driving system. So as your car drives itself, you'll be able to make some key decisions without pressing any buttons. For example, you'll be able to choose a more interesting route, speed up, or make a stop to pick up some food. All these decisions could be made using your mind and **interpreted** by the car's computer.

MiND Ensemble

At the University of Michigan, the MiND Ensemble (Music in Neural Dimensions) creates music based on a person's thoughts. A performer wears EEG headwear that records **signals** from their brain.

Special computer software then produces different sounds and musical notes based on these signals. So, as the person's thoughts change, so does the music. Right now, there is no guarantee that the music in your head will be the same as what the computer produces, but in the future, who knows?

Language Note

In the reading, the term *mind control* (line 1) refers to having power over something or someone simply by using your thoughts. Note that the term can also be used to refer to controlling someone else's thoughts through emotional manipulation.

The noun *electroencephalography* (line 9) refers to detecting brain wave activity via electrical impulses.

An *autonomous driving system* (lines 22–23) refers to a driverless car or a car steered by a computer instead of manually by a person.

A *guarantee* (line 38) is a promise that a specific result will happen. In regard to products, a guarantee is a formal promise that it will do what it advertises.

UNDERSTANDING MAIN IDEAS

Match the two parts of each sentence.

- | | | |
|-------------------------------|--|---|
| 1 Thinker Thing | | allows someone to control a car using their mind. |
| 2 The BrainDriver application | | makes music using people's thoughts. |
| 3 The MiND Ensemble | | creates objects using mind control. |

UNDERSTANDING DETAILS

Complete the chart. Write the letters a–f.

- a uses an EEG headset b connects to a 3D printer c needs a computer
d was developed in Europe e creates something new f shows objects on a screen



BUILDING VOCABULARY

A Circle the correct option to complete each sentence.

- A **breakthrough** is an important discovery ~~decision~~.
- If something **evolves**, it ~~(stays the same)~~ changes.
- If something is **autonomous**, no one ~~one person~~ controls it.
- If you **interpret** something, you work out the ~~(cause)~~ meaning of it.
- A **signal** is a way of sending and receiving information ~~objects~~.

B CRITICAL THINKING

Evaluating Work with a partner. Make a list of the advantages and disadvantages of each piece of technology mentioned in the passage. Which of the applications do you think will be most common in the future?

BUILDING VOCABULARY

A Ask students to go back to the reading passage to see each word used in context. Have students work individually before checking answers as a class. Elicit example sentences for each vocabulary word.

B CRITICAL THINKING Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in pairs. Ask pairs to first brainstorm a list of pros and cons for each piece of technology. Then tell them to discuss which application is most likely to become widely used. For the second question, point out that students shouldn't be choosing the application that they like the most; they should choose the one that they think is most likely to be integrated into products and technology for general use by people in the future. After pairs discuss, have them get together with another pair to share their ideas. Did they choose the same applications.

➔ EXTENSION ACTIVITY Have students work in small groups to go online to find out about a similar device that uses mind-control technology. Ask students to take notes about how the application uses the technology. Alternately, ask students to design their own product and make a poster. Then have each group report to another group, or have all groups report to the class about the product.

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Content Note

BrainDriver uses the Emotiv headset that Tan Le's company designs. The car is still being developed.

The MiND Ensemble is a performance group that debuted in 2011.

UNDERSTANDING MAIN IDEAS

Explain any key terms that students might not be familiar with from the reading.

Have students work individually to complete the activity before checking answers in pairs.

UNDERSTANDING DETAILS

Have students work individually. Check answers as a class, eliciting the line where each detail in the Venn diagram was found in the passage.

➔ EXTENSION ACTIVITY Have students work in pairs to talk about which of the applications they'd like to personally try. Tell them to give reasons for their choice.

10D

A headset that reads your brainwaves

LESSON OVERVIEW

Aims: Watch and understand a talk about mind-reading technology; observe the skill of dealing with the unexpected

Target Vocabulary: application, interface, virtual, visualize

TED Talk Summary: Tan Le gives a demonstration of a headset her company is developing that can read brainwaves in order to create movement with virtual or mechanical objects. The audience watches a volunteer move a virtual object using only his mind and the headset. She then goes on to explain various ways that this technology can change our experiences, from improving video games to helping people with disabilities.

PREVIEWING

Have students read the paragraph individually. Note that at this point in the unit, students have gained background knowledge about mind-control technology, as well as the brain. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word. Remind students of their guesses in question 2 of the **Warm Up** about how the technology could be made useful.

VIEWING

A Have students work in pairs to complete the summary. If necessary, let them use a dictionary.

10.10 Play Part 1 of the TED Talk to check answers. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *intuit feelings and emotions* and *facial expressions*.

10D A headset that reads your brainwaves

TED TALKS

In **TAN LE's** talk, she demonstrates a new computer **interface** that makes it possible to control **virtual** objects simply by **visualizing** their movement. Her idea worth spreading is that new technology that "reads our minds" has all kinds of life-changing **applications**, particularly for the disabled.



PREVIEWING

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

- 1 existing only on computers: virtual
- 2 uses of an idea: applications
- 3 creating an image in the mind: visualizing
- 4 a computer's connection to hardware: interface

VIEWING

A **10.10** Complete the summary with the words from the box. Then watch Part 1 of the TED Talk to check your answers.

body language brain emotions human light machine

Human-to-¹ machine communication

- until now, limited to conscious and direct forms, e.g., turning on a ² switch
- people need to give a command to a machine to get it to do something

Human-to-³ human communication

- more complex because we get information from facial expressions and ⁴ body language
- can also understand feelings and ⁵ emotions from talking to someone

Tan Le's goal

- to get computers to respond more like a person would by interpreting signals from the ⁶ brain

B **10.11** Watch Part 2 of the TED Talk. Number the steps (1–5) in Le's demonstration.

- 4 Evan imagines an object coming forward again.
- 3 The computer records how Evan thinks about "pull."
- 1 Evan chooses to visualize the action "pull."
- 2 Tan Le asks Evan to visualize the object coming forward for eight seconds.
- 5 The object moves forward on the screen.

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B Have students preview the task. Point out that they only need to watch for the correct order of events in the demonstration. Note that students have already seen part of the demonstration in the **Warm Up** video clip.

10.11 Play Part 2 of the TED Talk. Have students check answers in pairs. Ask them to paraphrase the demonstration in their own words. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *progress bar*, *duration*, and *live*.

EXTENSION ACTIVITY Have students work in pairs to role-play

a presentation about one of the applications they've learned about in the unit. Have pairs perform their role-plays for the class.

C Have students preview the task. Point out that they will be listening for examples that Tan Le gives. Note that these examples may come quickly, one after the other, in the video.

10.12 Play Part 3 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *smart home* and *blink*.

- C** ▶ **10.12** Watch Part 3 of the TED Talk. What does Le say the technology can be used for? Check [✓] each thing Le mentions.

- | | | |
|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> gaming | <input type="checkbox"/> driving cars | <input checked="" type="checkbox"/> controlling things in your house |
| <input checked="" type="checkbox"/> toys | <input type="checkbox"/> education | <input checked="" type="checkbox"/> helping people with disabilities |

D CRITICAL THINKING

Evaluating What are the possible disadvantages of controlling something using your mind rather than with traditional methods? Discuss with a partner.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS Dealing with the unexpected

Even with a well-prepared presentation, some things may go wrong or there may be things the presenter did not expect. The best thing to do in these situations is to relax and calmly move forward. Some things that are unexpected may be positive, such as when the audience is especially responsive to your ideas.

- A** ▶ **10.14** Watch another part of Tan Le's TED Talk. What happened that was unexpected?

- a Evan couldn't think of a word.
b Evan misunderstood the directions.
c The demo didn't seem to work well.

- B** ▶ **10.14** Watch the excerpt again. How did Le deal with the unexpected?
She remained calm and kept talking until Evan completed the task.

- C** Work in a group. What other unexpected things could happen during a presentation?

Well, you could forget what you wanted to say.

Or someone could interrupt you and ask a question.



- D CRITICAL THINKING** Have students work in the same pairs as activity **C**. Ask students to discuss their thoughts and opinions. Encourage them to use a simple example, such as driving, to base their discussion around. Have pairs share with the class some points that they discussed.

Language Note

Part 1

To *intuit feelings and emotions* means to understand them without having them directly communicated with language. When you *intuit*, you understand by feelings or instinct. Watching each other's *facial expressions* is one thing that affects our intuition during communication. A facial expression refers to a movement our face makes, which often reveals our feelings or thoughts to the person observing us.

Part 2

The *progress bar* refers to the line that students will see on the computer screen in the video that shows how far along the application is in reading the volunteer's thoughts.

A *duration* is an amount of time.

When Tan Le describes the cube as *live*, she is telling the audience that the computer program is responding right then to the volunteer's thoughts, and any movement that they see happening on the screen is because of what the volunteer is thinking.

Part 3

A *smart home* refers to a home with functions and appliances controlled by a computer.

When someone *blinks*, he or she quickly closes and opens his or her eyes.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Dealing with the unexpected**. Explain that especially in presentations that involve technology, the unexpected can happen.

- A** Have students preview the task.

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

- B** ▶ **10.14** Play the video again. Check answers as a class. Elicit a summary of what Tan Le did to handle the situations.

- C** Have students work in pairs. Model the example aloud with a volunteer. Ask students to brainstorm some unexpected situations that could happen in a presentation. Note that in addition to mechanical errors, people are often nervous during presentations. Ask for students to share stories of experiencing something unexpected during a presentation they gave or saw.

I need that!

LESSON OVERVIEW

Aims: Make a TV commercial for a new product; write a proposal

COMMUNICATE

A Have students work in groups to brainstorm an idea for a company or product that uses the technology that Tan Le is developing. Tell groups to think of as many ideas as they can and discuss what could be interesting and exciting about each.

B Tell groups to choose the product or service that they agree has the most potential. Point out that groups have to decide on a name for the product and be able to describe it in detail.

Note that the last topic, *Who should buy it*, helps groups identify their target market. Explain that knowing their market will help when making their commercial.

Read aloud the phrases for

Explaining the uses of something.

Encourage students to use them in their commercials.

C Explain that the TV commercial should introduce the product and target the market of potential buyers. Tell groups to demonstrate the product and show its benefits. Model the example aloud with a volunteer. Tell students that each group member should have at least one line in the commercial. Ask groups to make their commercials last 30 seconds to one minute. Give students time to practice their commercials before presenting them to the class.

Tell the students who are listening to take notes while others present. Tell them they will be writing about one of the products in the **Writing** activity. After groups present, have the class vote on which product they think has the most potential to be useful for its target market.

10E I need that!

COMMUNICATE A new product

A Work in a group. Think about the technology that Tan Le described. Discuss some possible applications of the technology. Look at the categories below for ideas.

travel work	shopping saving lives	sports disabilities	education entertainment
----------------	--------------------------	------------------------	----------------------------

B Choose one application of Tan Le's technology, and think of a new product that could make use of it. Prepare to explain what it does, how it's useful, and who should buy it. Make notes below.

Name of product:

What it does:

How it's useful:

Who should buy it:

Explaining the uses of something

It's useful for ... You can use it to ... It's designed for ...

C Prepare a TV commercial for your product. Write out a short script. Then act out the commercial for the class.

Do you ever get hungry but feel too busy to make a snack?

With Mind Delivery, you won't need to cook again. It works like this ...

WRITING A proposal

Choose one of the products you heard about above. Write an email to Tan Le asking to use her technology in your product. Explain what the product is and how it works.

Dear Tan Le,
I have a great idea for a product that uses your amazing new technology.
If you're not too busy, I'd like to take some time to explain it to you. ...

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CHALLENGE After all groups have presented, ask the class to give them suggestions about how to improve their products before they write their proposals.

WRITING

Have students preview the task. Explain that students can use their own product or another one that they heard about in the commercial presentations.

Explain that a proposal should introduce the product, as well as give reasons or present arguments as to why the idea has

potential. Tell students that they are trying to convince Tan Le to contact them to learn more about their ideas.

Read the model aloud. Point out that the writer first compliments Tan Le's technology, and then introduces the idea for a new application.

EXTENSION ACTIVITY Have students "send" their letters to Tan Le. Have them work in pairs in which they take turns being Tan Le. Tell them to read the letters, ask more questions about the product, and then decide whether they want to develop it or not.



11 Nature

Louie Schwartzberg

“Always take time to smell the flowers, and let it fill you with beauty.”

TED

ED

Louie Schwartzberg
Filmmaker, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about nature.
- read about the relationship between animals and plants.
- watch a TED Talk about the wonder of pollination.

WARM UP

▶ **11.1** Watch part of Louie Schwartzberg's TED Talk. Answer the questions with a partner.

- 1 What do you see in the video? *Various insects and birds are shown in super slow motion.*
- 2 Where are the best places near you to experience nature? *Answers will vary.*

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UNIT GOALS

The unit focuses on nature, specifically the critical role of pollinators. Students use the present perfect tense to talk about activities they have experienced in nature. They will also watch and read about why pollinators are such a critical link for the preservation of nature and human survival, and discuss ways to help keep pollinators from going extinct.

TED Speaker

Louie Schwartzberg is a nature photographer who has given three TED Talks.

TED Talk Summary

Louie Schwartzberg shows wonders of the natural world in his time-lapse films while talking about the problem of bee colony collapse and the danger humans will face if bees and other pollinators go extinct. Schwartzberg hopes his films will encourage and inspire others to care about this important issue.

Idea Worth Spreading

Pollinators need to be saved to protect nature and the human species.

11

Nature

WARM UP

Have students look over the picture, caption, and quote on the page. Note that students will hear the quote in the video clip.

▶ **11.1** Play the preview clip of the TED Talk. Write on the board *Take time to smell the flowers*. Elicit ideas about the meaning of this expression. The idiom *Stop and smell the roses* is often used to remind people to slow down, enjoy a moment, and be more mindful.

For question 1, ask students to work in pairs to describe the scenes that made an impression on them from the video. If necessary, explain time-lapse photography. See **Content Note**.

For question 2, note that answers will vary depending on personal experiences, interests, and locations where students live. Tell partners to introduce the place, describe it, and explain what they think is special about it. Ask for volunteers to share their favorite place with the class.

Content Note

Time-lapse photography involves taking images slowly over a long period of time, and then playing them back quickly so that viewers can experience something they otherwise would not be able to see. Time-lapse photography is often used to show natural occurrences, such as the blooming of a flower or a butterfly emerging from a cocoon.

➡ **EXTENSION ACTIVITY** Have students work in small groups to go to Schwartzberg's website or find clips of his films online. Ask them to watch together and share their impressions.

11A

Nature at its best

LESSON OVERVIEW

Aims: Learn words for talking about nature; listen to someone talk about an experience in nature; practice talking about nature

Target Vocabulary: bird, camp, cave, forest, hike, island, nature, plant, wildlife

VOCABULARY

A Have students work individually. Note that although students may already know which categories in the chart the words fit in, encourage them to pay attention to how the words are used in context in the paragraph as well. Have them check answers in pairs. Tell them to define the words in the chart as well. Let them use a dictionary, if necessary.

B Ask pairs to add more words to the chart. Write the chart as a word web (mind map) on the board. Elicit words from each pair to add to each category. Remind students that in **Unit 1**, they learned about different wildlife. Note that the expressions under **Things to do in nature** all contain verbs.

C Read the questions aloud. Have students work in pairs. Model the example with a volunteer.

Encourage students to talk about how often they do the activities in the chart. Ask for volunteers to repeat their conversations for the class.



A car drives along the Hana Highway, Hawaii.

11A Nature at its best

VOCABULARY Nature

A Read the information about the Hana Highway. Complete the chart with the words in **bold**.

To appreciate nature at its best, consider driving the 100-kilometer Hana Highway on the Hawaiian **island** of Maui. The road winds its way along the coast to the town of Hana. Keep an eye out for wildlife on the way. There are **birds** and beautiful wild **plants** in the **forest**. Drive it in a day, or stop at the state park to **go hiking** or **camping**.

Places in nature	Wildlife	Things to do in nature
river	animals	swim
cave	insects	go for a walk
volcano	fish	climb a mountain
island	birds	go hiking
forest	plants	go camping

B Add one more word to each category. Compare with a partner.

C How often do you spend time in nature? What do you like to do there? Discuss with a partner.

I try to go out every week. I like to just walk.

I go hiking about once a month.

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Language Note

Some additional words for each category include the following:

Places in nature: *beach, woods, canyon, mountain, waterfall, lake*

Wildlife: *mammals, reptiles, amphibians*

Things to do in nature: *trek, ski, play, picnic, walk a dog, stroll, jog, go trail running*

EXTENSION ACTIVITY Divide the class into three or six groups. Give them each a category from the vocabulary chart. Ask them to use the dictionary or go online to find more words for their categories. Then have each group report back to the class to build a large word web of vocabulary to use with the unit.

LISTENING My experiences in nature

Noticing auxiliary verbs

Auxiliary verbs are often contracted and can be difficult to hear. For example, *I have* is usually shortened to *I've*.

- A** ▶ **11.2** Watch Tony Gainsford talking about his experiences in nature. Circle the places in nature that he can enjoy near his home.

a beach a forest a park a river

- B** ▶ **11.2** Watch again. Match the sentence parts to make true statements about Gainsford's experiences.

- | | |
|-------------------------|--|
| 1 He's been diving in |  Africa. |
| 2 He saw sea turtles in |  Australia. |
| 3 He's never been to |  Greece. |

C CRITICAL THINKING

Personalizing Have you had any similar experiences to Gainsford? Discuss with a partner.



Tony Gainsford

SPEAKING Talking about nature

- A** ▶ **11.3** Where are the two people planning to go? **Evans National Forest**

- A:** It's great to get out and **enjoy** nature while the weather is so nice. **appreciate / be a part of**
- B:** You know, we should go to Evans National Forest sometime.
- A:** That would be fun. I've never been there. Have you?
- B:** Yeah, I have. It was **so pretty**. **breathtaking / gorgeous**
- A:** Have you ever **hiked up** the mountain there? **climbed up / been to the top of**
- B:** No, I haven't. I'd love to, though.
- A:** OK, we should make a plan. Hopefully, we'll **spot** some deer or other wildlife. **see / find**

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

- C** Work with a partner. Think of something fun to do outside together.

What do you think we should do?

How about visiting the greenbelt by the river? I hear it's pretty nice.

outdoorsy people or not. If students don't have any exciting experiences to share, ask them to describe how they would spend their dream vacation in nature. Ask pairs to share with the class some of the ideas they discussed.

SPEAKING

- A** Read the question aloud.

▶ **11.3** Play the audio/video. Have students check answers in pairs. Mt. Evans is one of the Rocky Mountains in the United States. Ask students what kind of wildlife the speaker says they might see on their hike. (deer)

Point out the phrase *That would be fun*, that Speaker A says. Explain that this is a useful expression to agree with someone's suggestion to do something, along with *Sounds good*.

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

- ➕ **SUPPORT** Play the video again, pausing after each line so that students can repeat.

- C** Read the instructions aloud. Ask students to use the language in the lesson to invite each other on nature excursions. Model the example. Point out the language used in the conversation: *What do you think we should do? How about ... ?*

- ➡ **EXTENSION ACTIVITY** Have students work individually to write a paragraph describing their favorite place in nature. If possible, have students print out a picture of the place. Hang students' paragraphs around the classroom and have a "nature walk" where students walk around and read about each other's favorite places.

LISTENING

Read **Noticing auxiliary verbs** as students read along. Elicit a list of auxiliary verbs to write on the board. (*have, do, be*) Note that the modal verbs are also considered auxiliary. (*can, could, will, would, should, may, etc.*)

- A** Have students preview the task. Point out that they only need to listen for places where Gainsford can enjoy nature nearby.

▶ **11.2** Play the audio/video. Have students check answers in pairs.

- B** Have students preview the task. Point out that students are listening to match the activity with the location.

▶ **11.2** Play the audio/video again. Check answers as a class. Elicit any auxiliary verbs students heard in the audio.

- C CRITICAL THINKING** Read the question aloud. Tell students to share their ideas. Ask them to also include anecdotes of adventures or exciting activities that they've experienced in nature. Ask students to talk about whether they consider themselves

11B

Nature and you

LESSON OVERVIEW

Aims: Understand an infographic about children and nature; use the present perfect tense to talk about past experiences; talk about outdoor activities you've done

Infographic Summary: Statistics show that young children in the United Kingdom are spending less time outdoors, creating a disconnect between them and nature.

LANGUAGE FOCUS

A Read the question aloud.

11.4 Play the audio/video as students read along. Then give them additional time to look over the infographic. Have students discuss in pairs. Tell them to also talk about their experiences in nature as children. Elicit some information students shared. Ask them to comment on whether or not the content of the infographic surprised them.

B Have students preview the task.

11.5 Play the audio/video. Check answers as a class. Elicit the answer to a more detailed question about the audio. Ask *What does turn off time mean?* (a set time during which children can't use electronic devices)

C Have students read over the language chart.

11.6 Play the audio/video. Ask students to pay attention to the verbs in both the questions and the answers. Go over the formation and use of the present perfect tense. Direct students to page 158 for additional information.

11B Nature and you

LANGUAGE FOCUS Discussing experiences

A 11.4 Read the information. Do you think children in your country are similar? Discuss with a partner. Answers will vary



B 11.5 Listen to a health expert offer some advice. Complete the suggestions.

- Adults need to set an example for children.
- We need to look at why children are staying indoors more.
- For a few hours a week, parents shouldn't allow their children to use electronic devices.

C 11.6 Watch and study the language in the chart.

Talking about past experiences

Have you ever climbed a tree?	Yes, I have. I've climbed several. No, I haven't.
Has she ever been camping?	Yes, she has. She's been camping twice. No, she hasn't. She's never been camping.
Have you ever visited a farm?	Yes, I have. I visited one a few years ago. Yes, but I haven't visited one in a long time.
I've gone outside every day this week.	Me too. / I have too. Really? I haven't.
I've never swum in the ocean.	Me neither. / I haven't, either.

For more information on **present perfect**, see Grammar Summary 11 on page 158.

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Grammar Note

The language chart introduces the present perfect tense, which is formed with *have* + past participle. *Have you ever* + past participle ...? is a common question used to ask someone if they have experienced something at any point during their life.

Negative responses are formed with *have not* + past participle. Another option for a negative statement is *have never* + past participle.

Another possibility for a negative response that is not included in the language chart is *Not yet*. This can be used if the speaker intends to have the experience eventually.

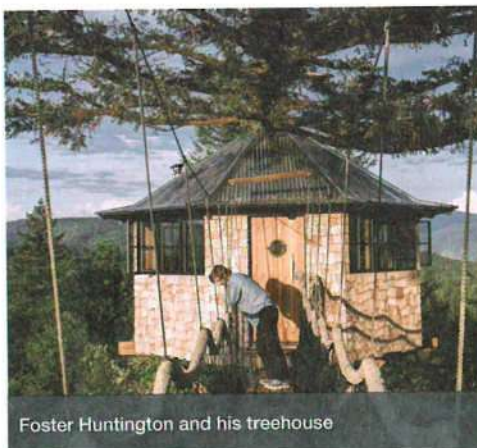
- D** **11.7** Complete the information with the correct form of the verbs in the box. Listen and check your answers.

build connect love make -see- want

Have you ever ¹ seen a tree house? Have you ever ² wanted to live in one? One man has ³ made that dream come true.

Foster Huntington has always ⁴ loved tree houses, so when he decided to move from New York City to Oregon, he had an idea: He would build his own.

He has ⁵ built not one, but two tree houses. And he has ⁶ connected them with a bridge to create a truly unique living space high above the ground. It may not be for everyone, but for Huntington, it's the perfect home.



Foster Huntington and his treehouse

- E** Complete the conversations. Circle the correct words.

1 A: Have you ever been camping?

B: Yes, I (did / have). I (went / have been) camping last summer.

2 A: (Has / Have) you ever (swam / swum) in the ocean?

B: No, I haven't. But I (swam / 've swum) in a river last summer.

3 A: (Did you see / Have you seen) any bears at your summer camp last August?

B: No, but my brother (saw / has seen) one a couple of years ago.

SPEAKING Experiences in nature

Walk around the classroom. Find someone who answers *yes* to each question. Write their name and then ask a follow-up question.

Have you ever ...?	Name	Additional Information
climbed a tree		
been camping		
visited a farm		
planted a tree		
been diving		

Have you ever climbed a tree?

Yes, I have.

When did you climb it?

123

- EXTENSION ACTIVITY** Have students work in pairs. Ask them to go online to learn about Nature Deficit Disorder. Tell them to gather information about how to prevent Nature Deficit Disorder. Then ask them to make an infomercial about it with a public message for children.

Content Note

Nature Deficit Disorder refers to the growing condition of human disconnect from nature. It is not a formal condition, but the term has become more popular as the situation of children being too removed from nature is seen as negatively affecting them. Nature Deficit Disorder is especially considered to be a problem with inner-city youth who have little or no opportunity to have direct contact with nature. The condition was named by author Richard Louv, who wrote books, *Last Child in the Woods* and *The Nature Principle*, about how this disconnect from nature is causing behavioral issues and emotional problems in young people.

- D** Have students work individually.

11.7 Play the audio/video to check answers. Ask students to paraphrase what they read. Ask *Where does Foster Huntington live?* Then elicit students' opinions about his choice of home.

- E** Have students work individually. Tell them to use the language chart as support to complete the activity. Check answers as a class, going over the present perfect tense again.

SPEAKING

Have students preview the task. If necessary, read the survey questions aloud and have students repeat. Ask students to find a different name for each question. Point out that they are expected to ask follow-up questions to get more information.

- CHALLENGE** Have students add one or two additional questions and answers.

The miracle of pollen

LESSON OVERVIEW

Aims: Read and comprehend an article about pollination and pollinators; understand gist and process; talk about protecting pollinators

Target Vocabulary: attract, depend on, disappear, serious, tear open

Reading Summary: The process of pollination is described in the passage, as well as its important role in the survival of our ecosystem and animal and human species. If pollination came to an end, humans would lose many major food sources. The threat to pollinators is causing a real crisis, especially in regard to honeybees. The number of honeybees in the United States has fallen by half in the last decade, and scientists are not sure why. What they are sure of, though, is that if pollinators go extinct, humans will face a serious threat.

PRE-READING

A Have students read the definition of *pollen*. Then have them work in pairs to name animals they know that carry pollen.

B Have students read the entire passage, either silently or while listening to the audio.

11.8 Play the audio/video if necessary. Elicit the pollinators mentioned in the article (*flies, beetles, birds, butterflies, ants, monkeys*), as well as any other examples that students brainstormed in pairs in **A**. Other possibilities include *bats, moths, wasps, midges, and mosquitoes*. Explain any key terms that students might not be familiar with.



A bee collects pollen from a lily flower.

11C The miracle of pollen

PRE-READING Predicting

A Read the definition. What animals do you know that help carry pollen? Discuss with a partner. *Answers will vary*

pollen *n.* very fine, usually yellow, powder that is produced by a plant. It is carried to other plants of the same kind so that the plants can produce seeds.

B Read the passage. Which animals are mentioned? *bees, flies, beetles, birds, butterflies, ants, monkeys*

11.8

It happens countless times a day. A flower's bright petals and the smell of sweet nectar¹ **attract** a bee. The bee stops by for a quick taste, and small grains² of pollen stick to its body.

The bee then travels to another flower of the same type and deposits the pollen as it has another meal. This is an example of animal pollination—a process vital to plant reproduction.³

It's not only plants that **depend on** animal pollination—humans do, too. Worldwide, approximately a thousand plants that we grow for food, spices, clothing fibers,⁴ and medicine depend on it. If pollination suddenly stopped, we would have no apples, tomatoes, coffee, and many other goods.

This vital process is carried out by more than 200,000 different animal species known as *pollinators*. Flies and beetles—the original pollinators—date back 130 million years to the first flowering plants. Birds, butterflies, and ants also do their part. Even nonflying

mammals help out: monkeys **tear open** flowers with their hands, accidentally spreading pollen into the air and onto their fur.

Pollinators are therefore vital, but they are also at risk. Climate change, habitat loss, and invasive predators all threaten them. The United States, for example, has lost over 50 percent of its honeybees over the past ten years. A **serious** threat facing bees is colony collapse disorder (CCD), when worker bees mysteriously **disappear** from their colony. Scientists are still trying to identify its cause.

There is a quote attributed to⁵ Einstein that if bees ever disappeared, man would only have four years left to live. Whether that's true or not does not really matter, says wildlife photographer Louie Schwartzberg: The key point is that there is a real danger. "The healthiest food we need to eat," he says, "would disappear without pollinating plants. It's pretty serious."

¹ **nectar:** *n.* a sweet liquid produced by flowers

² **grain:** *n.* something (e.g., salt, sand) that is very small

³ **reproduction:** *n.* the process by which living things produce young

⁴ **fibers:** *n.* thin threads used to make cloth or ropes

⁵ **attributed to:** *phrase* to regard as originating from a certain source

Language Note

The noun *countless* (line 1) is a synonym for *many*, meaning too *many* to count.

When you *deposit* (line 6) something, you put it in a particular place.

Something *vital* (line 16) is important and necessary.

UNDERSTANDING GIST

Choose the best alternative title for the passage.

- a The Secret Life of Bees **b The Importance of Pollinators** c The Wonder of Reproduction

UNDERSTANDING A PROCESS

How does pollination work? Complete the information using the words in the box.

body nectar petals pollen seed

- A flower with bright ¹ petals and a sweet smell attracts a bee.
- The bee lands on the flower and drinks its ² nectar.
- Some pollen gets on the bee's ³ body.



- The bee lands on another flower and deposits the ⁴ pollen there.
- The flower now has what it needs to produce a ⁵ seed, which will grow into a new plant.

UNDERSTANDING DETAILS

Circle **T** for true or **F** for false.

- | | |
|---|--|
| 1 If pollination stopped, there would be no tomatoes. | <input type="radio"/> T <input type="radio"/> F |
| 2 There are more than 200,000 different types of pollinators. | <input type="radio"/> T <input type="radio"/> F |
| 3 Ants are the only nonflying pollinators. | <input type="radio"/> T <input checked="" type="radio"/> F |
| 4 Today, there are more honey bees in the United States than ever before. | <input type="radio"/> T <input checked="" type="radio"/> F |
| 5 Scientists have discovered the reason for colony collapse disorder. | <input type="radio"/> T <input checked="" type="radio"/> F |

BUILDING VOCABULARY

A Circle the correct words to complete the definitions.

- If something **attracts** you, you want to be closer to (**closer to** / further away from) it.
- If you **tear** something **open**, you open it by pulling with your hands (**pulling with your hands** / using a knife).
- If you **depend on** something, you need (**need** / don't need) it.
- A **serious** problem is big (**big** / small).
- If something **disappears**, you can't see (**see** / understand) it anymore.

B CRITICAL THINKING

Applying What could be done to protect pollinating plants? Discuss with a partner.

BUILDING VOCABULARY

A Tell students to go back to the reading passage to see each word used in context. Have students work individually before checking answers in pairs. Elicit additional example sentences for each word.

B CRITICAL THINKING Read the questions aloud. Give students a few minutes to think about their answers before discussing in pairs. Note that the question asks students to turn their attention to the plants, not the pollinators. Ask students to brainstorm a list of ideas of how the plants can be better protected. Check answers by eliciting a class discussion. Write ideas on a mind map on the board.

EXTENSION ACTIVITY Ask students to find out more about what can be done to help pollinators. Have them work in pairs or small groups to go online to discover more ways to help prevent pollinators from becoming extinct. Ask each group to introduce to the class one idea or strategy for saving pollinators.

Content Note

When the worker bees suddenly leave a hive, causing Colony Collapse Disorder, the hive cannot survive. Theories have connected CCD to pesticides, disease, or poor nutrition, but the real cause remains unknown. In 2014–2015, a substantial decline in CCD was reported; however, the issue of hive loss and an overall decline in pollinators is still a problem whether it's happening due to CCD or another cause.

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UNDERSTANDING GIST

Have students preview the task. Have students check answers in pairs.

★ CHALLENGE Ask pairs to come up with another title that will work for the passage. Elicit examples.

UNDERSTANDING A PROCESS

Note that the process of pollination is described in the first paragraph of the passage. If necessary, explain the meaning of any unfamiliar terms, such as the verb *deposits*.

UNDERSTANDING DETAILS

Have students work individually. Check answers as a class. Elicit the line number where each detail is found in the passage, as well as how to change each false statement to make it true.

11D

The hidden beauty of pollination

LESSON OVERVIEW

Aims: Watch and understand a talk about pollination; observe speakers calling others to action

Target Vocabulary: coevolution, take care, time-lapse

TED Talk Summary: Louie Schwartzberg shares his time-lapse and high-speed films of nature with the TED audience to inspire them to protect nature's pollinators. He talks about the grave danger being faced by pollinators and the equally grave danger humans will face if pollinators go extinct. Schwartzberg believes that we will protect what we love, which is why he uses his films to make people fall in love with nature and pollinators in order to save both.

PREVIEWING

Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Note that the **Content Note** in the **Warm Up** explains time-lapse photography in more detail. Check answers as a class, eliciting sample sentences for each vocabulary word.

VIEWING

A Have students preview the task. Note that the sentences are quotes from the TED Talk. Tell them to listen carefully to understand what each pronoun or referent refers to.

11.9 Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *concept*, *seduction*, and *vanishing*.

11D The hidden beauty of pollination

TED TALKS

As a filmmaker, **LOUIE SCHWARTZBERG** uses **time-lapse** photography and slow-motion cameras to capture amazing images of nature. He is fascinated by the **coevolution** of plants and pollinators and believes that threats to pollinators deserve our attention. His idea worth spreading is that we will protect what we fall in love with, so we should enjoy the beauty in nature and **take care of** it.



PREVIEWING

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

- 1 Time-lapse photography makes a **(slow action appear fast / fast action appear slow)**.
- 2 Coevolution refers to two or more species evolving **(separately / together)**.
- 3 You **take care of** something that is **(important / unimportant)** to you.

VIEWING

A **11.9** Watch Part 1 of the TED Talk. Choose what each **bold** word refers to.

- 1 ... **they** coevolved over 50 million years. **(a)** flowers and pollinators **(b)** birds and insects
- 2 To watch **them** move is a dance ... **(a)** birds **(b)** flowers
- 3 If **they** disappear, so do we. **(a)** bees **(b)** birds
- 4 ... and we need to take care of **it**. **(a)** pollination **(b)** nature

B **11.10** Watch Part 2 of the TED Talk. Choose what you think Schwartzberg means by each statement.

- 1 "So here is some nectar from my film."
(b) Here are some of the best parts of my film.
- 2 "I hope you'll drink, tweet, and plant some seeds to pollinate a friendly garden."
(a) I hope you enjoy it and share it with others.
- 3 "And always take time to smell the flowers, and let it fill you with beauty ..."
(a) Take the time to appreciate the beautiful and natural things in life.

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B Have students preview the task. Encourage them to guess answers, and then to check while watching.

11.10 Play Part 2 of the TED Talk. Have students check answers in pairs. Ask students why they think Schwartzberg uses so many flower analogies in his speech. (to engage his audience and catch their attention) Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *mechanism*, *naked eye*, and *regenerate*.

EXTENSION ACTIVITY Most cameras on smartphones have a time-lapse option. Have students work individually or in pairs to film something in nature using time-lapse. Assign the project as a homework assignment, if necessary. Then have students present their films to the class.

C CRITICAL THINKING

Applying What other things would be interesting to film with time-lapse photography? Discuss with a partner. *Answers will vary.*

VOCABULARY IN CONTEXT

- ▶ **11.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1. a 2. c 3. a

PRESENTATION SKILLS *Calling others to action*

One effective way of closing a presentation is with a call to action—when the presenter calls upon the audience to act in some way. Often the presenter uses *we* or *our* to stress that we are all part of the solution.

- A** ▶ **11.12** Watch the excerpt. Notice how Schwartzberg says “we need to” take care of nature.

- B** ▶ **11.13** Do you remember what these TED speakers’ calls to action were? Match. Then watch the excerpts and check your answers.

- | | | |
|----------------------|---|---|
| 1 Munir Virani | ⋈ | “And I hope many more people will join me. If we all read more widely, there’d be more incentive for publishers to ...” |
| 2 Ann Morgan | ⋈ | “It is up to us to decide whether we want schools or parking lots, community-driven recycling projects, or ...” |
| 3 Andras Forgacs | ⋈ | “You can write a letter to your government and tell them that we need to focus on these very misunderstood creatures.” |
| 4 Alessandra Orofino | ⋈ | “We can design new materials, new products, and new facilities. We need to move past just killing animals ...” |

- C** Work in a group. What are some things that you think Schwartzberg would like to see people do to “take care of nature”? *Answers will vary.*

Part 2

The word *mechanism*, in regard to nature, refers to an organic process that takes place.

The expression *see by the naked eye* means what we are able to visibly see without any assistance from tools or devices. *The naked eye* simply means a person’s natural eyesight.

To *regenerate* means to grow again after being damaged.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Calling others to action**. Explain that ending with a call to action is quite common in TED Talks because so many speakers are talking about issues that they want to get others involved in.

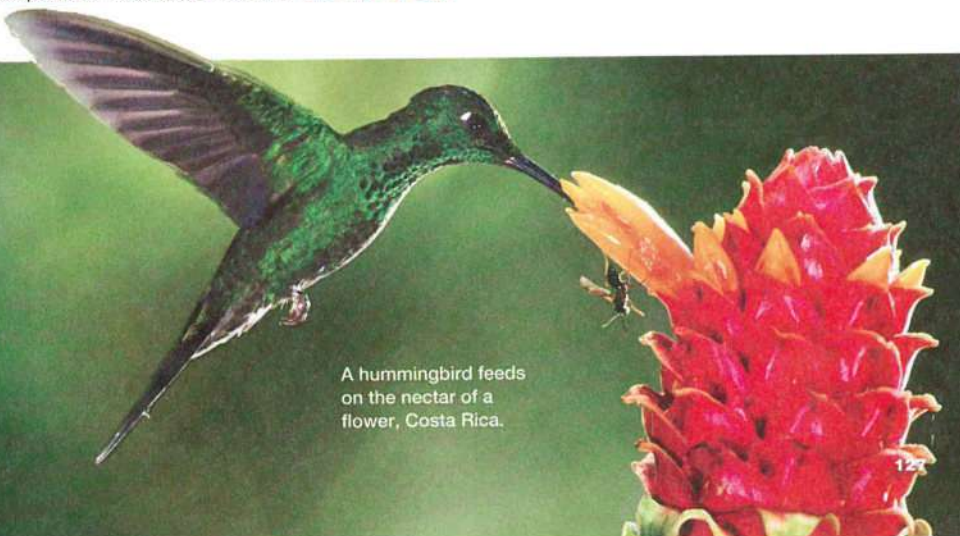
- A** Have students preview the task. Tell them to listen carefully to Schwartzberg’s words.

- ▶ **11.12** Play the video. Ask students to share whether his words made any impact on them. Note that his use of the pronoun *we* pulls every listener into his call to action.

- B** Have students complete the activity based on what they remember.

- ▶ **11.13** Play the video to check answers.

- C** Have students work in groups. Remind them that they talked about how pollinators can be helped in **Lesson C**. Ask them to build on this discussion to bring in additional ideas for taking care of nature in general. Point out that they should consider Schwartzberg’s perspective. Have each group share one or two ideas with the class.



A hummingbird feeds on the nectar of a flower, Costa Rica.

- C CRITICAL THINKING** Have students work in pairs. Ask them to think of things that take very long to move or happen, as these are subjects that time-lapse would be useful for. Note that Schwartzberg also takes high-speed photography to film things that move too fast, such as the hummingbird in flight. Elicit ideas from each pair. Ask students who have tried time-lapse photography to share their experiences.

Language Note

Part 1

A *concept* is an idea in an abstract sense.

The noun *seduction* refers to creating an attraction. Schwartzberg wants nature’s beauty to attract and entice people to love and therefore protect it.

Something that is *vanishing* is disappearing.

Getting out into nature

LESSON OVERVIEW

Aims: Plan an event in nature; ask for more details; write a blog post

COMMUNICATE

- A** Have students work in groups. Tell them to preview the task together. Tell each group member to suggest at least one place and give reasons for their suggestions. Tell groups to discuss the suggestions and decide together which place to choose.
- B** Read the task aloud. Point out that the goal of the weekend is to get people to have new experiences in nature. Encourage students to think of activities that group members have never done before. Model the example conversation with a volunteer and encourage students to ask similar *Have you ever ... ?* questions during their discussion.
- C** Divide the class into new groups with one group member from each of the other groups. Give each group member up to one minute to talk about their nature weekend. Remind students of the language they learned in **Unit 2** for talking about plans and arrangements. Ask the students who are listening to ask for additional information. Read aloud the phrases in **Asking for more details**. Point out that students should be asking for specific information.

11E Getting out into nature

COMMUNICATE Nature weekend

- A** Work with a group. You're going to plan a camping trip for your class as part of "Nature Weekend." Decide on a suitable place to go camping. Explain why this is a good place.
- B** The aim of "Nature Weekend" is to get students to experience new things in nature. Work together to think of six possible activities. Include activities that your group members have never done before.

Activities

Day 1

- 1 _____
- 2 _____
- 3 _____

Day 2

- 1 _____
- 2 _____
- 3 _____

Have you ever been canoeing?

No, I haven't. That's a good idea. Let's do that.

- C** Join another group. Explain your plan. Answer any questions they may have.

Asking for more details

What exactly ...? What kind of ...? Can you explain why you ...?

WRITING A blog post

Imagine your first day of Nature Weekend has just ended. Write a blog post describing your experiences and your planned activities for tomorrow.

Nature Weekend is going really well! So far, I've planted a tree, made a campfire using sticks, and been bird watching. I've had such a great time. Tomorrow will be fun as well. In the morning, we're going to ...



WRITING

Ask students to imagine that they are participating in the nature weekend that they designed with their groups. Ask them to write in their blog posts about what they are doing, as well as their impressions and feelings. Read the model aloud. Highlight the tenses used to describe completed activities (present perfect) and to explain plans for the next day (*going to*).

- ★ **CHALLENGE** Have students read their paragraphs aloud to their original group members.

- ➡ **EXTENSION ACTIVITY** Have students write comments on each other's blogs. Post the blogs around the classroom with a space for comments below them. Ask students to walk around and write comments on three different blogs. Alternatively, if students have access to an online writing platform, have them upload their blog posts there, and ask classmates to read each other's blogs and write comments.

12 Discovery

“So, that’s really what makes this an incredible discovery. It’s a dinosaur like no other.”

Nizar Ibrahim
Paleontologist, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about important discoveries.
- read about someone who is searching the world for dinosaur fossils.
- watch a TED Talk about some amazing dinosaur discoveries.

WARM UP

▶ **12.1** Watch part of Nizar Ibrahim’s TED Talk. Answer the questions with a partner.

- 1 What dinosaurs do you know about?
- 2 Do you think there are many things left in the world to discover? *Answers will vary*

UNIT GOALS

The unit focuses on exploring and investigating discoveries, with a particular focus on dinosaurs. Students will discuss archeological discoveries covered in the unit and share any findings they know from recent news. They will also read about and watch the latest news in paleontology, including the discovery of the fossils of the largest known predatory dinosaur, the *Spinosaurus*.

TED Speaker

Paleontologist Nizar Ibrahim is a National Geographic Emerging Explorer and a TED Fellow.

TED Talk Summary

Ibrahim talks about his historic discovery of *Spinosaurus* fossils and what his team learned about the dinosaur as a result. Finding this river giant has convinced Ibrahim that there are many more exciting discoveries yet to be made.

Idea Worth Spreading

There are always new scientific discoveries waiting to be found by explorers.

12

Discovery

WARM UP

Have students look over the picture, caption, and quote on the page. Note that students will hear the quote in the video clip. Elicit or explain the meaning of the speaker’s job title, *paleontologist*.

▶ **12.1** Play the preview clip of the TED Talk. Write *once-in-a-lifetime* on the board. Elicit ideas about the meaning of this expression, which refers to something that only happens once during a person’s lifetime.

For question 1, ask students to work in pairs to share any information they know about dinosaur species, including names, descriptions, characteristics, etc. Elicit information from pairs to build a shared background.

For question 2, elicit a class discussion. Note that answers will vary, depending on students’ interests and knowledge, but most areas of science still have many things left to be discovered.

Content Note

The dinosaur era was over 165 million years long, ending 65 million years ago. There are hundreds of known species of dinosaurs, with many still being discovered. Dinosaurs came in all sizes. Some ate meat, while others ate only vegetation. While there were many powerful dinosaurs, their brain size was generally very small. Their extinction is generally blamed on a combination of a giant meteor hitting Earth combined with a shift in ocean levels and climate change. Most scientists agree that today’s birds evolved from dinosaurs.

12A

Recent discoveries

LESSON OVERVIEW

Aims: Learn words for talking about discoveries; listen to someone talk about a discovery; talk about archeology

Target Vocabulary: artifact, discover, excavate, fossil, inspect, pottery, ruins, tomb

VOCABULARY

- A** Have students work individually to read the paragraph. Tell them to look at each word in context to decide its definition. Have them check answers in pairs.
- B** Have students work individually to complete the sentences. Check answers as a class, eliciting or explaining the meaning of each word.
- C** Have students work in pairs. Tell them to talk about any place they've visited where they learned about discoveries, exploration, or another scientific find. Model the example with a volunteer. Encourage partners to ask follow-up questions to get more information. Ask for volunteers to share about the site or museum they visited.

Language Note

Note that most of the content about discovery in the unit is related to archeology and paleontology (archaeology and palaeontology in British English). Both types of scientists look for items that will teach us about history, but archeologists search for human artifacts while paleontologists are looking for fossils. Paleontologists aim to understand more about the planet's history, while archeologists are focused on the history of humanity.

12A Recent discoveries



An artifact from the fifth century B.C. discovered in Lavau, France

VOCABULARY Discoveries

- A** Look at the photo and read the information below. Match each **bold** word to its meaning.

In 2015, archeologists **discovered** a tomb from the fifth century B.C. that is thought to belong to a Celtic prince. After **excavating** the site in Lavau, France, and **inspecting** the contents of the tomb, a number of high-quality artifacts were found.

- 1 digging up: excavating 2 found: discovered 3 looking at: inspecting

- B** Complete each sentence with a word from the box.

fossil ruins pottery tomb artifacts

- The ruins of an ancient city were identified from the air.
- Tutankhamun's tomb contained piles of gold.
- The fossil of a five-centimeter-long ant was discovered in 2011.
- Researchers believe the pieces of pottery were once large jars that held oil.
- A number of valuable artifacts, including several gold vases, were also found.

- C** Think of a museum or historical site you have visited. What did you see there? Discuss with a partner.

I visited the Egyptian museum a few years ago. They have a lot of artifacts from the tombs of the ancient Pharaohs.

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- ➔ EXTENSION ACTIVITY** Have students work in groups. Ask them to choose either the topic of archeology or paleontology and go online to collect more vocabulary, including definitions. Have each group teach a few words to the class. Make a Venn diagram on the board of words that can be used for archeology, paleontology, or both.

LISTENING An amazing find

Listening for dates

There are different ways to say dates.

March 5	March fifth / the fifth of March
1999	nineteen ninety-nine
2014	two thousand (and) fourteen / twenty fourteen



Fredrik Hiebert

- A** ▶ **12.2** Watch archeologist Fredrik Hiebert talking about a discovery he made. What artifact did he find? Circle the correct answer.

a vase **a key** a crown a ring

- B** ▶ **12.2** Watch again. Complete the chart.

Where was the site?	How old was the artifact?	Who did the artifact belong to?
on the coast of Egypt	over 800 years old	a merchant

CRITICAL THINKING

Inferring What can we learn about the past from Hiebert's discovery? Discuss with a partner.
Answers will vary

SPEAKING Talking about a discovery

- A** ▶ **12.3** How did the archeologists find the site? *from the air*

A: Wow! This is interesting. Apparently, archeologists have found an ancient lost city in Honduras. *According to this, / It says here that*

B: Really? How old is it?

A: Well, the artifacts they found there are around a thousand years old. *about / approximately*

B: Wow! How did they find it?

A: The site was identified from the air. A team of archeologists was looking for a city known as the "City of the Monkey God." They think this is it. *discovered / located*
searching for / trying to find

B: That's cool!

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

- C** What famous discoveries can you name? They can be in any field, such as archeology, medicine, exploration, or history.

I heard that some scientists think they have discovered a new planet in our solar system.

I heard about that, too.

SPEAKING

- A** Read the question aloud.

▶ **12.3** Play the audio/video. Check answers as a class. Ask *What was the name of the place that archeologists were looking for?* (City of the Monkey God) Point out the phrase *That's cool!* Remind students that this is a useful expression for saying that something is interesting. Elicit other phrases that could be substituted as well: *Wow; That's amazing; That's so interesting.*

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

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

- C** Read the instructions aloud. Ask students to use the language in the lesson to talk about any interesting news of scientific findings or discoveries that they've recently heard about. Model the example. Point out the language used in the conversation: *I heard that ...*

➡ **EXTENSION ACTIVITY** Have students work individually to write a paragraph about what kind of explorer they would like to be. Ask students to choose a field that they'd love to make a discovery in, such as archeology, medicine, space, etc. Tell them to write about why this would be the most interesting field for them to work in.

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LISTENING

Read **Listening for dates** as students read along.

- A** Have students preview the task. Point out that they only need to listen for the kind of item he found.

▶ **12.2** Play the audio/video.

- B** Have students preview the task. Tell them to watch again and pay attention to the details.

▶ **12.2** Play the audio/video. Check answers as a class.

- C CRITICAL THINKING** Read the question aloud. Give students time to think before discussing together. Ask them if anything about his story about finding the key under the doormat was surprising to them. Encourage students to also talk about whether they'd like to experience an archeological dig or not. Ask pairs to share some of the ideas they discussed together with the class.

12B

Amazing finds

LESSON OVERVIEW

Aims: Understand an infographic about important discoveries; use passive voice; talk about historical finds

Infographic Summary: Five famous archeological finds over the last 300 years are introduced, from the ruins of Pompeii to the Terracotta Warriors.

LANGUAGE FOCUS

A Read the question aloud.

▶ **12.4** Play the audio/video as students read along. Then give them additional time to look over the infographic. Have students discuss in pairs. Tell them to give reasons for their opinions. Note that they may have different opinions, which helps make for an interesting discussion. Ask for volunteers to share their opinions and give reasons.

B Have students preview the task. Ask students to raise their hands if they've heard of the Terracotta Warriors.

▶ **12.5** Play the audio/video. Check answers as a class. Elicit the answer to a more detailed question about the audio/video. Ask *What year was the discovery made?* (1974)

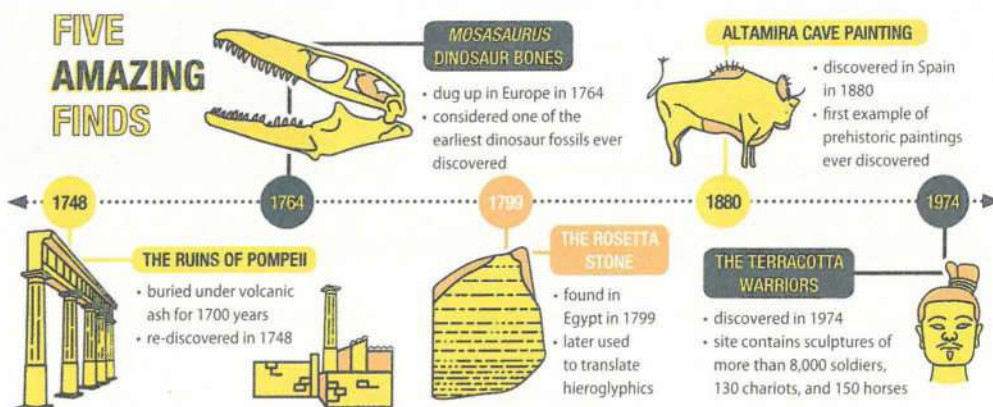
C Have students read over the language chart.

▶ **12.6** Play the audio/video. Ask students to pay attention to whether a sentence uses active or passive voice in the chart. Go over the formation and use of the passive voice. Direct students to page 158 for additional information.

12B Amazing finds

LANGUAGE FOCUS Discussing important discoveries

A ▶ **12.4** Read the information. Which discovery do you think is most interesting? Why? *Answers will vary*



B ▶ **12.5** Listen to an expert giving more information about the terracotta warriors. Complete the sentences.

- The site was a tomb built for the first emperor of China.
- The site is over 2,000 years old.
- The sculptures were originally painted in bright colors.

C ▶ **12.6** Watch and study the language in the chart.

Talking about discoveries

Lots of tourists visit Pompeii.
The museum displays many artifacts.
The volcanic ash killed people instantly.
People forgot about the city.
Archaeologists didn't discover it until 1,700 years later.

Pompeii is visited by lots of tourists.
Many artifacts are displayed by the museum.
People were killed instantly by the ash.
The city was forgotten about.
It wasn't discovered until about 1,700 years later.

Is the cave protected?
Are the walls covered in paintings?
Was the cave found recently?
Were the animals painted in color?

Yes, it is.
Yes, they are.
No, it wasn't. It was found over 100 years ago.
Yes, they were.

For more information on **passive**, see Grammar Summary 12 on page 158.

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Grammar Note

The language chart introduces passive versus active voice. In the first row, the sentences on the left are active, while the sentences in the right column are passive.

Students are already familiar with the active voice: subject + verb + object. In this case, the action (verb) is being done by the actor (subject). For example, *The tourists visited the ruins.*

The passive voice is used when the object of the action is more important to focus on than the actor, so the object

instead becomes the subject of the sentence: subject + *be*-verb + participle of verb + *by* + actor. For example, *The ruins were visited by the tourists.*

Often, when the actor can be implied or is unimportant, it is left out: *The ruins were visited.*

Passive voice is useful for talking about discoveries because the focus is usually on the discovery instead of on the people who found it.

D Rewrite each sentence as in the example.

- 1 They painted the cave walls in brilliant colors.

The cave walls were painted in brilliant colors.

- 2 They drew images of animals on the walls.

Images of animals were drawn on the walls.

- 3 They discovered the cave in Spain.

The cave was discovered in Spain.

- 4 They also found artifacts in the cave.

Artifacts were also found in the cave.

E **12.7** Complete the information. Circle the correct options. Listen and check your answers.

The Voynich manuscript is one of the world's most mysterious books. The text **writes is written** from left to right, and most pages have illustrations. The language used in the book is not known. Its alphabet **contains is contained** 20–25 individual characters, and most of these **made are made** using just one or two pen strokes.

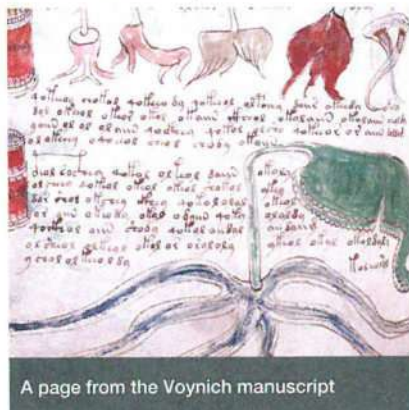
Wilfrid Voynich—a Polish book dealer—

discovered was discovered the book in 1912, and it **names is named** after him. Carbon dating shows that it **created was created** in the early 15th century.

People have many questions about the manuscript.

Some claim a microscope **needed was needed** to draw some of the illustrations, but the microscope

didn't invent wasn't invented until the 16th century. Others say the dating is not accurate, and argue that it's a modern fake.



A page from the Voynich manuscript

F Complete the conversations with the correct form of the words in parentheses.

- 1 **A:** Who **discovered** (discover) the first dinosaur fossil?

B: I'm not sure, but I think it **was found** (find) in Europe somewhere.

- 2 **A:** Where **is** the Rosetta Stone **located** (locate) today?

B: In the British Museum. It **is seen** (see) by 2.5 million people a year.

- 3 **A:** **Was** King Tut **buried** (bury) with a lot of valuable objects?

B: Yes. After his tomb was opened, everything **was removed** (remove) and placed in a museum.

SPEAKING Discovery quiz

Work with a partner. You are going to take a short quiz about some of the world's most important discoveries. **Student A:** turn to page 143; **Student B:** turn to page 145.

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EXTENSION ACTIVITY Have students work individually to write four sentences in active voice, similar to those in activity **D**. Then have them trade sentences with a partner and rewrite each in the passive voice. Ask partners to check each other's sentences and discuss which sentence is more effective, active or passive, and explain why.

SPEAKING

Have students work in pairs. Explain that they are going to give each other quizzes about historical discoveries. Assign each partner as A or B. Then have them turn to their quizzes at the back of the book. Tell them to take turns reading each question and the answer choices. Have them tally up each other's scores at the end and explain any incorrect answers.

EXTENSION ACTIVITY Have students work in groups to go online to look at more images of the Voynich manuscript. Ask groups to share their theories with each other about what the book is about, what language it was written in, and who wrote it.

Content Note

Some published theories about the Voynich manuscript include:

It is written completely in a secret code.

It is a medical book written in one of the Aztec languages.

It was written in early Hebrew, German, Spanish, or a completely fake language.

It reveals information about alien technology.

It's a book about hygiene.

It's a recipe book.

D Have students work individually. Check answers as a class, reviewing passive voice. Make sure students understand why passive voice is a better choice in each case. Explain that since the actor is unknown or not important (*They*), the object of the action becomes the subject. When talking about discoveries, what was discovered is usually more important than who discovered it.

E Have students work individually to complete the sentences.

12.7 Play the audio/video to check answers. Ask students to paraphrase what they read. Ask students who have heard of the Voynich manuscript to share anything else that they know. Elicit any guesses about what the book may be.

F Have students work individually. Explain that they will choose active or passive voice for each verb, depending on whether the subject is the object of the action (passive) or the actor (active). Have students check answers in pairs by reading the conversations aloud.

The dinosaur hunter

LESSON OVERVIEW

Aims: Read and comprehend an article about a paleontologist; understand gist and process

Target Vocabulary: buildup, discouraged, diverse, obstacle, violent

Reading Summary: In an interview, paleontologist Nizar Ibrahim shares about his love of paleontology from a young age and the ups and downs of his work. He explains that the excitement around a discovery motivates him and makes dealing with dangerous conditions and situations worth it.

PRE-READING

A Have students read the introduction individually. Remind them that they've already seen Ibrahim speak briefly in the video clip in the **Warm Up**. Have them work in pairs to write three questions. Tell them not to look at the questions that Ibrahim is asked in the article.

B Tell them to skim the passage to find the questions that are asked. After students skim, ask them to share which of their questions were also asked by the interviewer. Have students read the entire passage, either silently or while listening to the audio.

▶ **12.8** Play the audio if necessary. Explain any key terms that students might not be familiar with.

Language Note

Ph.D. (line 10) refers to the degree of Doctor of Philosophy.

To *unearth* (line 20) something means to dig it up or find it in the ground. Point out the prefix *un-*.

Nizar Ibrahim examines fossils found in the Sahara desert.



12C The dinosaur hunter

PRE-READING Skimming

- A** Read the introduction to the interview. Work with a partner. Think of three questions you'd like to ask paleontologist, Nizar Ibrahim.
- B** Skim the passage. Which of your questions were answered? *Answers will vary*

▶ 12.8

1 *Like many kids, paleontologist¹ Nizar Ibrahim had a fascination with dinosaurs. He has spent most of his life searching for their fossils.*

What inspired you to dedicate your life to your work?

5 As a child, I was always interested in animals. I was five when I received my first book about dinosaurs, and it inspired me to want to write a book of my own. When I was told that I would have to study
10 hard and get a Ph.D., I wrote my name under the author's and added the word *Dr.* in front of it. I made the decision then and there that I would become a paleontologist.

15 I am so inspired by the history of life on our planet. And I feel that paleontology is our best tool to understand it.

What has been your most memorable experience in the field?

20 It is difficult to choose one particular memorable experience. Locating and unearthing the largest

¹ paleontologist: *n.* a scientist who studies fossils

dinosaur bone ever found in the Kem Kem region of southeastern Morocco was a thrilling experience.

25 There is a real **buildup** of excitement when searching for fossils because most finds begin as small bits of bone, and the element of discovery and surprise is ever present.

What about the challenges?

The challenges I face during my fieldwork are very **diverse** and range from **violent** sandstorms and
30 extensive flooding to working in the middle of the Sahara in 50°C heat.

35 Several years ago, I led a small expedition to the Sahara, on a very restrictive² budget, with just one vehicle and extremely limited supplies, which turned out to be one of the most challenging trips.

What advice would you give your younger self?

40 First: Follow your dreams, and don't let anyone take them away from you. Second: Don't be **discouraged**. Hurdles and **obstacles** are a part of life and can be overcome. Third: Make big plans.

² restrictive: *adj.* preventing someone from doing what they want to do

The word *challenge* (line 27) is a euphemism for *difficulty*. When we use the word *challenging* instead of *difficult*, it has a less negative tone.

A *vehicle* (line 34) likely refers to a truck in the case of Ibrahim's expedition.

Supplies (line 34) likely refers to things his team needs to survive, like food and water.

UNDERSTANDING GIST

Check [✓] the topics that are discussed in the passage.

- | | |
|---|---|
| <input checked="" type="checkbox"/> why Ibrahim became a paleontologist | <input checked="" type="checkbox"/> extreme weather Ibrahim has faced |
| <input checked="" type="checkbox"/> an experience Ibrahim found thrilling | <input type="checkbox"/> advice Ibrahim received as a child |

UNDERSTANDING DETAILS

Are the following statements true, false, or not given according to the passage?
Circle **T** for true, **F** for false, or **NG** for not given.

- | | | | |
|--|----------|----------|-----------|
| 1 Ibrahim was interested in animals from a young age. | T | F | NG |
| 2 Ibrahim's uncle was a paleontologist. | T | F | NG |
| 3 Ibrahim decided he wanted to be a paleontologist when he was a teenager. | T | F | NG |
| 4 Ibrahim found a huge dinosaur bone in Morocco. | T | F | NG |
| 5 Ibrahim made an amazing discovery in the Sahara. | T | F | NG |

UNDERSTANDING REFERENTS

Read the excerpts from the passage. What do the **bold** words refer to? Circle the correct option

- 1 "... **it** inspired me to want to write a book of my own."
a receiving a book about dinosaurs **b** meeting a famous author
- 2 "[I] added the word Dr. in front of **it**."
a the author's name **b** his own name
- 3 "Don't let anyone take **them** away from you."
a your discoveries **b** your dreams
- 4 "... **which** turned out to be one of the most challenging trips."
a a trip to Morocco **b** a trip to the Sahara

BUILDING VOCABULARY

A Complete each sentence with the correct form of a word in **blue** from the passage.

- 1 If you feel less determined or confident about something, you feel **discouraged**.
- 2 A(n) **violent** storm is one that is strong and powerful.
- 3 A person with very **diverse** interests is interested in many different things.
- 4 A(n) **obstacle** is something that makes it difficult to do something.
- 5 A(n) **buildup** is a gradual increase in something.

B CRITICAL THINKING

Applying What do you think would be the most challenging aspect of being a paleontologist? Discuss with a partner. **Answers will vary**

BUILDING VOCABULARY

A Tell students to go back to the reading passage to see each word used in context. Have students work individually to complete the sentences before checking answers in pairs. Elicit additional example sentences for each word.

B CRITICAL THINKING Read the question aloud. Give students a few minutes to think about their answers before discussing in pairs. Note that Ibrahim talked about difficult and dangerous conditions. Encourage students to think about other aspects of the job that might not appeal to them. Have students discuss in pairs before eliciting a class discussion to brainstorm some possibly negative aspects of being a paleontologist. Some possibilities include being away from home for long periods of time, working for years on one project, the possibility of not being successful, etc.

➔ EXTENSION ACTIVITY Ask students to find out about another famous paleontologist. Have students work in pairs or small groups to research online. Tell them to find out as much as possible about the person's background and the discoveries that have been made by that person. Ask groups to make a poster about the person. Have them present their posters to the class. Alternatively, have students hang the posters around the class for others to walk around and read.

Content Note

Nizar Ibrahim was named a National Geographic Emerging Explorer in 2014. This award is given to explorers who are young but show promising talent in their field.

UNDERSTANDING GIST

Have students preview the task. Have students check answers in pairs.

★ CHALLENGE Tell pairs to come up with another title that will work for the passage. Ask them to share their ideas with the class.

UNDERSTANDING DETAILS

Have students work individually. Check answers as a class. Elicit the line number where each detail is found in the passage, as well as how to change each false statement to make it true.

UNDERSTANDING REFERENTS

Explain that a *referent* is a word like a pronoun that is used instead of the name of a person, place, or thing. Have students work individually. Check answers as a class, going back to the original sentence in the reading passage to find the word that the referent is representing.

12D

How we unearthed the *Spinosaurus*

LESSON OVERVIEW

Aims: Watch and understand a talk about finding fossils; observe and practice using descriptive language

Target Vocabulary: bizarre, quest, remains

TED Talk Summary: Nizar Ibrahim shares with the young audience at TEDYouth about his fieldwork in the Sahara where he unearthed fossils of the largest known predatory dinosaur, *Spinosaurus*. He explains in detail about what his team discovered about the *Spinosaurus*, explaining that they realized it was a giant river dinosaur and a uniquely powerful monster. He also shares the story that many people congratulated him by telling him that this discovery is going to be the best in his life, but he says he disagrees with this, as he believes that new adventures and more exciting discoveries are waiting for him.

PREVIEWING

- A** Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word.
- B** Have students work individually to look over the picture. Tell them to take notes about the characteristics of the *Spinosaurus* in the picture. Have students then compare their observations with Ibrahim's description in the TED Talk.

VIEWING

- A** Have students preview the task.
- 12.9** Play Part 1 of the TED Talk. Then play the check-your-

12D How we unearthed the *Spinosaurus*

TED TALKS

NIZAR IBRAHIM's quest to find dinosaur fossils has taken him to extreme corners of the planet. In the Sahara, he discovered the **remains** of a **bizarre** but beautiful creature. His idea worth spreading is that there will always be amazing discoveries and adventures for paleontologists, archeologists, and other explorers.



PREVIEWING

- A** Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.
- A **quest** is (an unexpected discovery, a long search for something).
 - The **remains** of a dinosaur might include its (bones, footprints).
 - Something that is **bizarre** is very (difficult to find, strange or unusual).
- B** Look at the dinosaur on page 137. What can you learn about it from the illustration? Answers will vary.

VIEWING

- A** **12.9** Watch Part 1 of the TED Talk. What did Ibrahim already know about *Spinosaurus*? Complete the notes.
- Some ¹ bones were discovered 100 years ago in Egypt but were destroyed in World War II.
 - Spinosaurus* lived about ² 100 million years ago.
 - From drawings, we know it was big, had a sail on its ³ back, and a long jaw like a ⁴ crocodile.
 - It probably ate ⁵ fish.
- B** **12.10** Watch Part 2 of the TED Talk. What did Ibrahim discover about *Spinosaurus* from the bones that were found? Circle the correct words.
- Spinosaurus's* head was very (different from, similar to) other predatory dinosaurs.
 - Spinosaurus's* feet were similar in appearance to a (cat's, duck's) feet.
 - The structure of *Spinosaurus's* bones suggests it spent a lot of time (walking, in the water).
 - Spinosaurus* was (bigger, smaller) than a *T. rex*.
- C** **12.11** Watch Part 3 of the TED Talk. Ibrahim quotes dinosaur hunter Roy Chapman Andrews when he says, "Always, there has been an adventure just around the corner—and the world is still full of corners." What does he mean by this? Answers will vary.

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answers part of the video. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *far-flung corner*, *predatory*, and *conical*.

- B** Have students preview the task. Encourage them to guess and then to check while watching.
- 12.10** Play Part 2 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *partial skeleton* and *reconstruct*.

★ CHALLENGE Ask pairs to use the description in activity **B** to draw their own pictures of a *Spinosaurus*.

- C** Have students preview the task.
- 12.11** Play Part 3 of the TED Talk. Elicit a class discussion about the meaning of the quote. Note that Ibrahim also describes himself as going to *far-flung corners* in Part 1. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *like no other*.

D CRITICAL THINKING

Analyzing What kind of things do you think we will never know about the Spinosaurus? Why not? Discuss with a partner. *Answers will vary.*

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS Using descriptive language

A good presenter uses descriptive language to “paint a picture.” One way to do this is to compare something to another thing the audience already knows so that they’re easier to imagine.

- A ▶ **12.13** Watch the excerpt. Notice the descriptive language Ibrahim uses. Which animal does he compare the *Spinosaurus*’s head to? *a crocodile*

- B ▶ **12.14** Now watch three other TED speakers. Complete the sentences.

- 1 Jarrett Krosoczka says a two-year-old’s birthday cake is like a *tattoo*.
- 2 Munir Virani says that vultures are our natural *garbage* collectors.
- 3 Louie Schwartzberg compares footage of time-lapse flowers to a *dance*.

- C Work with a partner. Describe the picture on page 127. Use descriptive language.



- D **CRITICAL THINKING** Have students work in pairs. Ask them to brainstorm details about the dinosaur that are impossible to know simply from fossils. Note that this can be true for other dinosaur fossils as well, not just *Spinosaurus*. For example, paleontologists probably cannot be certain about the dinosaur’s color, what it sounded like, etc. Elicit ideas from each pair.

➔ EXTENSION ACTIVITY

Paleontologists are often described as dinosaur detectives. Ask students to work in groups to summarize the process that Ibrahim explained in his TED Talk as a story. He says that it started with contact from a local archeologist who found some bones. Tell each group member to take turns adding a sentence to this story. Ask them to continue to go around the group until the story is told in full.

Language Note

Part 1

A place that is *far-flung* is in a faraway, remote location. The expression *far-flung corner of the world / globe* describes unknown and faraway places on the planet.

An animal that is *predatory* attacks other animals and kills them.

Something that is *conical* is shaped like a cone.

Part 2

The *skeleton* is a framework of bones of a living thing. A *partial skeleton* is an incomplete skeleton with missing bones.

When something is *reconstructed*, it is built again after it has been damaged or broken.

Part 3

When something is described as *like no other*, it is considered to be unique.

VOCABULARY IN CONTEXT

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

PRESENTATION SKILLS

Read the information aloud about **Using descriptive language**.

- A Have students preview the task. Tell them to listen carefully to Ibrahim’s words.
- ▶ **12.13** Play the video. Elicit answers. Point out that Ibrahim is describing a creature that no one has seen before, so he uses animals that we already know to help his audience visualize.
- B ▶ **12.14** Play the video. Have students check answers in pairs.
- C Have students work in pairs to describe the picture together. Then go around the classroom asking each pair to contribute one sentence of a description while a volunteer tries to draw the picture on the board.

12E

A local discovery

LESSON OVERVIEW

Aims: Role-play an interview; explain possibilities; write a news report

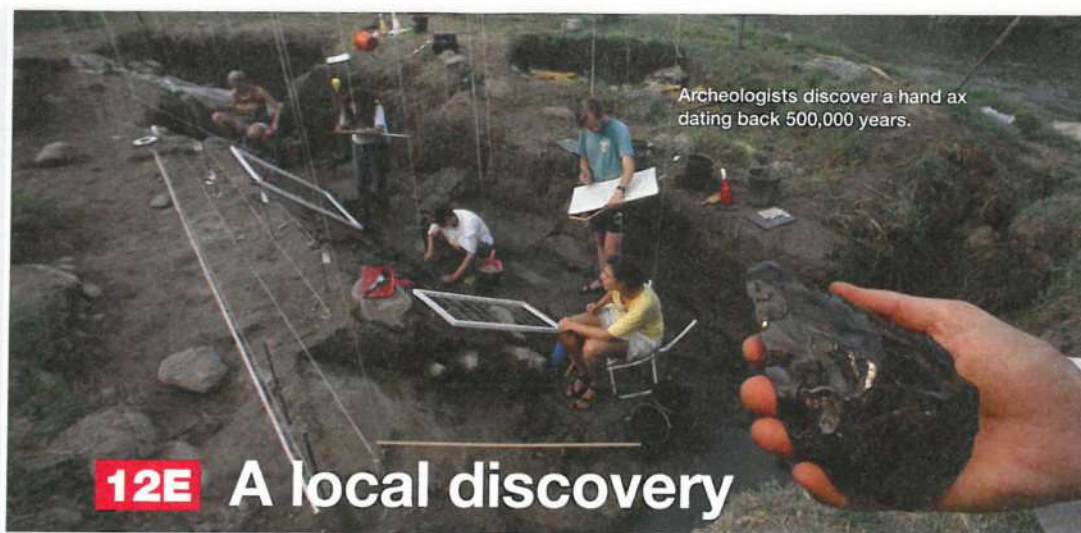
COMMUNICATE

A Have students work in pairs. Explain that they are going to role-play, or act out, an interview between an archeologist and a news reporter. Assign students as A or B in the role-play. Note that students will switch roles later. Give Student B time to write general questions as Student A reads about their information. Read aloud the phrases for **Explaining possibilities**. Point out that archeologists often don't have certain answers or information, so they offer possibilities instead when answering questions. Give students a few minutes to role-play the interview. Tell the reporters to take notes about the answers they hear.

B Tell Student A to write general questions for the interview as Student B reads about the discovery. Have students role-play. Remind the reporters to take notes. After students finish, elicit a class discussion about the experience. Did students prefer being the archeologist or the reporter? Were there any questions that they wished had been asked but weren't?

WRITING

A Tell students that they are going to write a news report about the information they gathered from the interview. Ask students to use the notes that they took while interviewing their partner. Read the model aloud as students read along. Point out that the example answers the questions *what*, *where*, *when*, and *how*. Give students enough time to write.



Archeologists discover a hand ax dating back 500,000 years.

12E A local discovery

COMMUNICATE A newspaper interview

A Work with a partner. Read the information below. Then try the roleplay.

Student A: You are an archeologist. Turn to page 145.

Student B: You are a newspaper reporter. Student A recently found some unusual items in the ground. You are going to interview him or her about the discovery. Prepare questions to ask.

What?	How old?
Where?	Importance?
When?	... ?

Explaining possibilities

It's possible that ... It could be that ... There's a possibility that ...

B Switch roles. **Student B:** Turn to page 146. **Student A:** Prepare questions to ask.

WRITING A news report

A Use the information you learned above to write a short news report.

A mysterious skull was discovered last weekend in the backyard of a local family. Lisa Morgan, a student at Mason College, was planting a tree behind her house when she made the discovery.

B You are about to go on live TV to report your story. Read your news report to a partner.

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B Have students get into groups. If possible, divide students into groups with the same discovery topic so they can compare their content. Tell each group member to read their report aloud as if they were a news reporter on TV. After each group member reads their reports, ask students to discuss what they liked about each other's reports and which one was the most effective.

➔ EXTENSION ACTIVITY Tell students to switch back to the archeologist role in **Communicate**. Have them write a blog entry about their findings. Tell them to write about the experience of the discovery, and why the discovery is important from the perspective of the archeologist.

Presentation 4

MODEL PRESENTATION

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

amazingly	discovered	first	fossils	has been
has eaten	have been	hopefully	internationally	was created

Today, I want to tell you about an amazing discovery that was made not so long ago. Take a look at this picture. This is Hang Son Doong—the world's largest cave. I ¹ first heard about this place when I saw an unbelievable video of it on YouTube. Hang Son Doong is in Vietnam. Its name means "Mountain River Cave." How big is it? Well, it's more than 5 kilometers long, 200 meters high, and 150 meters wide. In some places the cave is big enough to fit a jumbo jet inside! The cave ² was created by a river which ³ has eaten away the limestone of the Annamite Mountains. How was it ⁴ discovered? Well, ⁵ amazingly, nobody knew about this place until a local man named Ho Khanh found it by accident in 1991. And it was only in 2009 that the cave became ⁶ internationally known after a group of British scientists went there to study it. Inside the cave, entire forests stretch out across the cave floor, and 300-million-year-old ⁷ fossils have been found inside. The cave is so large it even has its own weather system. Very few people ⁸ have been inside the cave although it ⁹ has been open to the public since 2013. ¹⁰ Hopefully, I'll get the chance to go there myself one day. It looks like a truly incredible place.



B **P.4** Watch the presentation and check your answers.

C **P.4** Review the list of presentation skills from Units 1–12 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker ...	
<input checked="" type="checkbox"/> uses questions to signpost	<input type="checkbox"/> tells an anecdote
<input type="checkbox"/> personalizes the presentation	<input checked="" type="checkbox"/> uses supporting evidence
<input checked="" type="checkbox"/> closes the presentation effectively	<input checked="" type="checkbox"/> uses an effective slide
<input checked="" type="checkbox"/> provides background information	<input checked="" type="checkbox"/> uses descriptive language
<input type="checkbox"/> numbers key points	<input type="checkbox"/> gives a call to action
<input checked="" type="checkbox"/> uses their voice effectively	<input type="checkbox"/> thanks the audience

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B **P.4** Play the video to check answers. Ask students if the presentation was effective. Do they want to visit the cave too?

C Have students preview the task.

P.4 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–9:

1. using questions to signpost
2. personalizing the presentation
3. closing a presentation effectively
4. providing background information
5. numbering key points
6. using your voice effectively
7. telling an anecdote
8. using supporting evidence
9. using an effective slide

Then elicit the presentation skills in Units 10–12:

10. dealing with the unexpected
11. calling others to action
12. using descriptive language

Elicit descriptive language that the speaker used. (*The cave is big enough to fit a jumbo jet inside.*)

Review the presentation skills from Units 10–12 in more detail. Elicit the language options or techniques for each that students can use in **Your Turn**.

Presentation 4

Aims: Students give a persuasive presentation about a recent discovery using each of the presentation skills they've learned in Units 9–12 as well as relevant ones from previous units.

MODEL PRESENTATION

A Have students work individually to complete the sentences.

Elicit some basic points about the presentation:

1. What is the topic? (Hang Son Doong cave in Vietnam)
2. What is the purpose of the presentation? (to introduce a discovery)
3. What statistics does the speaker provide? (the size of the cave, the date when it was discovered, the discoveries inside the cave)
4. What interesting anecdote does the speaker tell? (a local person found the cave by accident)
5. When did the speaker visit the cave? (He hasn't yet. It is his hope for the future.)

YOUR TURN

- A** Have students preview the task. If necessary, let students look back at Unit 12 for a review of the topic of discoveries.

Give students 10–15 minutes to write and organize their ideas. Let them go online to research information about the discovery if necessary. Tell them to use the questions as a guide in their research.

- B** Read the useful phrases aloud as students repeat. Give students more time to revise their notes and decide what language to use in their presentations.

Remind students that their goal is to introduce a new discovery to their classmates.

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

Encourage listeners to ask questions during the presentations.

- D** Remind students that when offering feedback, it's good to start with some praise. Elicit some simple phrases for students to praise each other: *Well done!; You did great.; That was interesting.*

Explain that after giving praise, students should next offer some positive feedback just like the speaker in the example (*I like the anecdote you told ...*), and then offer any points that need to be improved (*... but I wish you had used more descriptive language.*).

- ★ **CHALLENGE** Have partners make suggestions of how the presentation can be improved. Then have students give their presentations again for the class.

YOUR TURN Answers will vary

- A** You are going to plan and give a short presentation to a partner about an amazing discovery. Do some research and make notes using some or all of the questions below.

What was the discovery?

Where was it discovered?

How was it discovered?

What did people learn from it?

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

Useful phrases

Discoveries:

*fossil, ruins, pottery, tomb, artifacts
find, discover, excavate, inspect*

Places in nature:

river, cave, volcano, island, forest

Adverbial phrases:

amazingly, incredibly, unexpectedly

Talking about findings:

*We now know that ... / It was discovered that ...
We can now be sure that ...*

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–12. As you listen, check [✓] each skill your partner uses.

The speaker ...

- | | |
|--|--|
| <input type="checkbox"/> uses questions to signpost | <input type="checkbox"/> tells an anecdote |
| <input type="checkbox"/> personalizes the presentation | <input type="checkbox"/> uses supporting evidence |
| <input type="checkbox"/> closes the presentation effectively | <input type="checkbox"/> uses an effective slide |
| <input type="checkbox"/> provides background information | <input type="checkbox"/> uses descriptive language |
| <input type="checkbox"/> numbers key points | <input type="checkbox"/> gives a call to action |
| <input type="checkbox"/> uses their voice effectively | <input type="checkbox"/> thanks the audience |

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

Well done! You used some great descriptive language and I thought you used evidence well. Next time try and provide a bit more background information.

Workbook Answer Key

UNIT 1

1A

VOCABULARY

- A 1. mammal; 2. bird; 3. reptile; 4. insect; 5. amphibian; 6. fish
B 1. penguin; 2. frog; 3. snake; 4. bee

LISTENING

- A c
B 1. c; 2. b; 3. c; 4. a

COMMUNICATION

- A a. 3; b. 7; c. 1; d. 2; e. 6; f. 4; g. 5
B 1. chimpanzees; 2. endangered; 3. hunting and poaching;
4. 170,000–300,000

1B

LANGUAGE FOCUS

- A 2. are decreasing; 3. are increasing; declining; 4. helping;
5. make; 6. doing
B 1. protects; 2. working on; 3. Yes, it is.; 4. get; 5. gets

LISTENING FOCUS

- B 1. a; 2. b; 3. a; 4. b; 5. b; 6. b
C /s/: hops, elephants; /z/: eyes, penguins, monkeys, frogs

1C

READING

- A c
B 1. vulnerable; 2. different from; 3. human activities; 4. are

LISTENING

- A b
B 1, 2, 3, 6
C Answers will vary.

VOCABULARY BUILDING

- A 1. common; 2. government; 3. communities; 4. worried; 5. treated
B 1. common sense; 2. the common good; 3. common knowledge

1D

TED PLAYLIST

- A b
B 1. Simon Berrow; 2. local communities and even former poachers;
3. Because we are responsible for making many species
disappear forever.
C 1. b; 2. a; 3. b

- D Answers will vary.

1E

WRITING

- B Answers will vary.
C Answers will vary.

UNIT 2

2A

VOCABULARY

- A 1. son-in-law; 2. nephew; 3. grandfather; 4. brother-in-law;
5. mother-in-law; 6. granddaughter
B 1. mother-in-law; 2. grandfather; 3. son-in-law; 4. niece;
5. brother-in-law; 6. nephew; 7. grandchild

LISTENING

- A a. 2; b. 1; c. 4; d. 3
B 1. mother, father; 2. brother-in-law; 3. niece

COMMUNICATION

- A a. 3; b. 6; c. 5; d. 2; e. 1; f. 4
B Answers will vary.

2B

LANGUAGE FOCUS

- A 1. d; 2. f; 3. a; 4. c; 5. e; 6. b
B ... I'm **going [to go]** to the library to borrow a book. My book club **is** going to discuss *Wuthering Heights*, ... Next month we're **thinking** of reading *The da Vinci Code*. I bet she's **going to** choose science fiction, ...
C 1. the library; 2. sister; 3. a nightclub; 4. sister (is);
5. the (art) museum

LISTENING FOCUS

- B 1. are; 2. going to; 3. do; 4. want to; 5. want to; 6. want to
C 1. b; 2. a; 3. b; 4. b

2C

READING

- A 1. c; 2. a; 3. d
B 1. b; 2. a

LISTENING

- A** a
B 1. buy a kit; 2. spit into a tube; 3. cousins; 4. 500,000; 5. Europe and Asia
C Answers will vary.

VOCABULARY BUILDING

- A** 1. trace; 2. wealth; 3. adopted; 4. with ease; 5. ancestors
B 1. Generation; 2. Genealogy; 3. Gender

2D

TED PLAYLIST

- A** c
B 1. ZA; 2. LL; 3. ZA; 4. SW
C 1. c; 2. a; 3. b
D Answers will vary.

2E

WRITING

- B** Answers will vary.
C Answers will vary.

UNIT 3

3A

VOCABULARY

- A** 1. thrillers; 2. horror stories; 3. historical fiction; 4. Sci-fi; 5. romance novels
B 1. fairy tales; 2. sci-fi novels; 3. graphic novels; 4. fan fiction

LISTENING

1. a; 2. a; 3. b; 4. b

COMMUNICATION

- A** 1. sci-fi story; 2. romance novel; 3. travels forward in time; 4. odd; 5. Absolutely
B Answers will vary.

3B

LANGUAGE FOCUS

- A** 1. Batman is a hero who protects the public.; 2. This novel is about a bus that crashes.; 3. Hogwarts is the school where Harry Potter is a student.
B 1. where; 2. that; 3. who
C 1. c; 2. d; 3. a; 4. b

LISTENING FOCUS

- B** 1. after; 2. pronounced
C with /v/: 2, 4, 6; without /v/: 1, 3, 5, 7, 8

3C

READING

- A** 1. A blogger; 2. genre; 3. title; 4. plot
B 1. b; 2. a; 3. b; 4. a

LISTENING

- A** b
B 1. T; 2. NG; 3. F; 4. T; 5. T; 6. T
C Answers will vary.

VOCABULARY BUILDING

- A** 1. b; 2. d; 3. e; 4. c; 5. a
B 1. d; 2. a; 3. e; 4. c; 5. b

3D

TED PLAYLIST

- A** a
B 1. c; 2. a; 3. b
C 1. an individual; 2. more confident; 3. easier
D Answers will vary.

3E

WRITING

- B** Answers will vary.
C Answers will vary.

UNIT 4

4A

VOCABULARY

- Across:** 2. romantic; 4. nostalgic; 7. rhythmic
Down: 1. energized; 3. melancholic; 5. country; 6. dark

LISTENING

- A** a. 3; b. 1; c. 2
B 1. It was too dark.; 2. He doesn't like it.; 3. She felt really energized.

COMMUNICATION

- A** 1. a few; 2. song; 3. loud; 4. some
B Answers will vary.

4B

LANGUAGE FOCUS

A 1. few; 2. A lot of; 3. many; 4. Many; 5. many

B (Suggested answers) 1. I don't have any country music on my phone.; 2. Do you have a lot of music on your laptop?; 3. Only a few people like this song.

C 1. too much; 2. any; 3. much; 4. a lot of

LISTENING FOCUS

B 1. attitude; 2. nostalgic; 3. passion; 4. rhythmic; 5. reduce; 6. energized; 7. keyboard; 8. performer

C **O o**: gentle, spooky; **o O**: effect; **O o o**: musical; instrument; classical; **o O o**: musician

4C

READING

A a

B 1. a; 2. b; 3. c

LISTENING

A c

B 1. a; 2. b; 3. b

C Answers will vary.

VOCABULARY BUILDING

A 1. turn on; 2. research; 3. registers; 4. effect; 5. chemical

B 1. turns out; 2. Turn up; 3. turned into

4D

TED PLAYLIST

A 1. c; 2. a; 3. b

B 1. a; 2. b; 3. a

C 1. quest; 2. impress; 3. break down

D Answers will vary.

4E

WRITING

B Answers will vary.

C Answers will vary.

UNIT 5

5A

VOCABULARY

A 1. f; 2. a; 3. d; 4. b; 5. e; 6. c

B 1. subtle; 2. huge; 3. dramatic; 4. smooth; 5. round; 6. curved

LISTENING

A 1. a; 2. b; 3. b

B 2. black; 3. contrast; 4. texture; 5. curved

COMMUNICATION

A 1. b; 2. a; 3. a; 4. b

B Answers will vary.

5B

LANGUAGE FOCUS

A 1. in; 2. inside; 3. in; 4. at

B 1. in/inside; 2. (pointing) to; 3. around; 4. at

C 1. in the middle; 2. around; 3. on the left; 4. Above; 5. to the right; 6. below

LISTENING FOCUS

B **A**: find the; **B**: Bob might be; **A**: send them; **B**: just found; **B**: should be

C 1. background color; 2. red and green; 3. most beautiful; 4. second time

READING

A b

B 1. c; 2. e; 3. a; 4. b

LISTENING

A a

B 1. a; 2. b; 3. b; 4. a

C Answers will vary.

VOCABULARY BUILDING

A 1. tool; 2. symbolism; 3. bold; 4. popular; 5. distinct

B 1. criticize; 2. criticism; 3. symbolism; 4. symbolizes

5D

TED PLAYLIST

A c

B 1. b; 2. a; 3. b

C 1. offers; 2. profession; 3. got rid of

D Answers will vary.

5E

WRITING

B Answers will vary.

C Answers will vary.

UNIT 6

6A

VOCABULARY

- A** 1. encourage/encouraged; 2. changed; 3. is/was; 4. supports/supported; 5. give/gave; 6. showed
B Answers will vary.

LISTENING

- A** a. —; b. 2; c. 1; d. 3
B 1. volunteer, time; 2. business, birthday; 3. painting, talent

COMMUNICATION

- A** 1. **B**: give; **A**: told; 2. **A**: gave; **A**: said; 3. **A**: inspiration; **A**: said
B Answers will vary.

6B

LANGUAGE FOCUS

- A** 1. told; 2. said; 3. said; 4. told; 5. said; 6. told
B (suggested answers) 2. Brad said (that) he didn't like it at all.
3. Michele said (that) she agreed. 4. Brad told her (that) he preferred the first one they looked at. 5. Michele said that she thought so, too.
C 1. to quit; 2. loved; 3. didn't say; 4. practice; 5. walk

LISTENING FOCUS

- B**: 1. ... Mt. Kilimanjaro. she decided ...; 2. As a child, ...;
3. ... traditional life, but I ...; 4. In 2016, athletes from ...;
5. ... my project, but I wasn't ...
C: 1. 1; 2. 2; 3. 2; 4. 2

6C

READING

- A** c
B Mufleh: f; Dodson: b, c; Both: a, d, e

LISTENING

- A** 1. T; 2. T; 3. F
B 1. afraid; path; 2. help others, success; 3. stories, unique
C Answers will vary.

VOCABULARY BUILDING

- A** 1. celebrate; 2. Fans; 3. effort; 4. give up
B 1. a great deal of effort; 2. for his efforts; 3. make an effort

6D

TED PLAYLIST

- A** b
B 1. b; 2. c

- C** 1. b; 2. c; 3. a
D Answers will vary.

6E

WRITING

- B** Answers will vary.
C Answers will vary.

UNIT 7

7A

VOCABULARY

1. genetically modified; 2. organic; 3. free-range; 4. fair trade;
5. sustainable; 6. locally produced

LISTENING

- A** c
B 1. no; 2. ethical; 3. cotton; 4. beans

COMMUNICATION

- A** 1. spend; 2. guess; 3. understand; 4. done
B 1. done; 2. understand; 3. spend; 4. guess; 5. guess

7B

LANGUAGE FOCUS

- A** 1. c; 2. a; 3. d; 4. b
B 2. will probably; 3. don't think; 4. probably won't; 5. will definitely
C 1. Yes, it will.; 2. No, it won't.; 3. Yes, it will.; 4. No, it won't.

LISTENING FOCUS

- B** 1. predict; 2. medicine; 3. preserve; 4. admire; 5. consider;
6. extinct; 7. prediction; 8. medication; 9. preservation;
10. admiration; 11. consideration; 12. extinction
C o O: construct, transform, direct; O o o: graduate, hibernate,
regulate, isolate; o O o: objection, construction, direction;
o o O o: graduation, hibernation, regulation, isolation,
transformation

7C

READING

- A** b
B 1. b; 2. a; 3. c

LISTENING

- A** b
B 1. unlikely; 2. better; 3. cheaper
C Answers will vary.

VOCABULARY BUILDING

A 1. layer; 2. efficient; 3. range; 4. cells; 5. multiply

B 1. within range; 2. range from; 3. out of range

7D

TED PLAYLIST

A b

B 1. Because we think of nature as a free resource. 2. How fishing is managed internationally and world hunger. 3. By eating too much meat, too much fast food, eating too few plants, and doing too little home cooking.

C 1. connection; 2. calculate; 3. practical

D Answers will vary.

7E

WRITING

B Answers will vary.

C Answers will vary.

UNIT 8

8A

VOCABULARY

A 1. multicultural; 2. lively; 3. malls; 4. galleries; 5. markets; 6. riverfront; 7. business parks; 8. modern; 9. suburbs

B Answers will vary.

LISTENING

A b

B 1. T; 2. F; 3. T; 4. F; 5. T

COMMUNICATION

A a. 3; b. 5; c. 1; d. 4; e. 6; f. 2

B Answers will vary.

8B

LANGUAGE FOCUS

A 1. out; 2. into; 3. cleaned; 4. get; 5. up

B 2. care for; 3. get around; 4. going on; 5. head for; 6. eat out
7. check (it) out; 8. point (it) out

separable: check ... out, point ... out

unseparable: grew up, care for, get around, going on, head for, eat out

C a. 4; b. 1; c. 6; d. 2; e. 5; f. 3

LISTENING FOCUS

B 1. downward intonation; 2. upward intonation; 3. upward intonation; 4. downward intonation; 5. upward intonation; 6. downward intonation

C 1. a; 2. b; 3. a

8C

READING

A c

B 1, 3, 4, 6, 8, 9

LISTENING

A 1. greener; 2. traffic; 3. higher; 4. connected

B 1. d; 2. e; 3. a; 4. b; 5. c

C Answers will vary.

VOCABULARY BUILDING

A 1. citizens; 2. vote; 3. required; 4. pay a fine; 5. elections

B 1. pay attention; 2. pay the price; 3. pay your respects; 4. pay a fine

8D

TED PLAYLIST

A b

B 1. b; 2. c; 3. a

C 1. c; 2. b; 3. a

D Answers will vary.

8E

WRITING

B Answers will vary.

C Answers will vary.

UNIT 9

9A

VOCABULARY

A 1. donated; 2. fundraiser; 3. support; 4. donation; 5. raise

B 1. donates; 2. making; 3. support; 4. raise; 5. hold

LISTENING

A 1. a; 2. a

B 1. 27; 2. 23; 3. 20; 4. Africa; 5. 50; 6. 1,000,000

COMMUNICATION

A a. 1; b. 3; c. 5; d. 2; e. 4

B Answers will vary.

9B

LANGUAGE FOCUS

- A** 1. c; 2. d; 3. b; 4. a
B Answers will vary.
C 1. won't; 2. will; 3. will; 4. will

LISTENING FOCUS

- B** 1. b; 2. a; 3. a; 4. a; 5. b; 6. b
C 1. a; 2. b; 3. a; 4. b

9C

READING

- A** b
B 1. Donate money to charity instead of spending it on themselves.;
2. buying lunch in a restaurant, renting a movie, buying a coffee;
3. If enough people use the app often enough, it will make a difference.;
4. It makes people more aware of what they are consuming/spending each day.

LISTENING

- A** b
B 1. a; 2. a; 3. a
C Answers will vary.

VOCABULARY BUILDING

- A** 1. d; 2. a; 3. b; 4. e; 5. c
B 1. decisive; 2. creative; 3. positive

9D

TED PLAYLIST

- A** c
B 1. c; 2. a; 3. b
C 1. size; 2. copying; 3. don't have
D Answers will vary.

9E

WRITING

- B** Answers will vary.
C Answers will vary.

UNIT 10

10A

VOCABULARY

1. balance; 2. concentration; 3. visual; 4. emotion; 5. sensation;
6. memory; 7. dream

LISTENING

- A** 1. 3; 2. 2; 3. —; 4. 1
B 1. wash it; 2. study; 3. call first

COMMUNICATION

1. complicated; 2. try it out; 3. I'd love to.; 4. Keep trying

10B

LANGUAGE FOCUS

- A** 1. I absolutely refuse to stay here any longer.; 2. Margot easily completed the word puzzle/Margot completed the word puzzle easily.; 3. Jennifer completed the memory test perfectly.; 4. Sadly, Kenichi is losing sensation in his left leg.; 5. Patricia regularly checks her blood pressure./Patricia checks her blood pressure regularly.; 6. Amazingly, Jason got 100 percent wrong on his math test.
B 2. Luckily, there are some easy things you can do.; 3. Quickly throw two tennis balls in the air and try to catch one in each hand.; 4. Or try juggling, but understand that you might not make quick progress.; 5. Fortunately, there are many videos of people juggling.; 6. You can easily find them online.; 7. Try these techniques, and, hopefully, you'll improve your hand-eye coordination.
C 1. Fortunately; 2. immediately; 3. quietly; 4. correctly; 5. obviously; 6. easily

LISTENING FOCUS

- B** 1. easily; 2. camera 3. vegetable; 4. preference
C 1. discovery, traveling; 2. average, temperature; 3. family, business; 4. opera, interested; 5. restaurant, chocolate

10C

READING

- A** b
B 1. had; 2. write a book; 3. can; 4. will; 5. feelings; 6. can

LISTENING

A b

B 1. T; 2. F; 3. T; 4. F; 5. NG; 6. T; 7. T

C Answers will vary.

VOCABULARY BUILDING

A 1. evolve; 2. signal; 3. breakthrough; 4. interpret; 5. autonomous

B 1. breakfast; 2. breakneck; 3. breakout

10D

TED PLAYLIST

A a

B 1. It can allow users to see, grab, and move holograms as if/like they are physical objects.; 2. Greg Gage; 3. Meron Gribetz

C 1. b; 2. b; 3. b

D Answers will vary.

10E

WRITING

B Answers will vary.

C Answers will vary.

UNIT 11

11A

VOCABULARY

A 1. plants; 2. mountain, fishing; 3. ocean, coast

B 1. going for a walk; 2. forest; 3. camp; 4. river; 5. swim; 6. birds

LISTENING

A 1. people going in and out; 4. neighbor practices music loudly

B 1. a; 2. b; 3. b

COMMUNICATION

A a. 6; b. 3; c. 1; d. 5; e. 2; f. 4

B Answers will vary.

11B

LANGUAGE FOCUS

A 1. seen, haven't; 2. been to, have; 3. never, neither; 4. been camping, has

B 1. made; 2. seen; 3. swum; 4. haven't visited

C 1. has been described; 2. has lasted; 3. has made; 4. has brought; 5. has visited; 6. went; 7. named

LISTENING FOCUS

B 1. b; 2. a; 3. a; 4. b; 5. b; 6. b

C 1. They've never visited a farm.; 2. She always enjoyed going for a walk.; 3. We planted a tree in the garden.; 4. He's always loved nature.; 5. I've had such a great trip.

11C

READING

A b

B (Suggested answers) 1. One: to preserve millions of hectares of land; Two: increase the numbers of monarch butterflies; Three: to reduce the number of honeybee losses; 2. no one understands what causes CCD; 3. banning certain pesticides and chemicals used in agriculture

LISTENING

A a

B 1. b; 2. b; 3. a

C Answers will vary.

VOCABULARY BUILDING

A 1. disappear; 2. tear open; 3. attract; 4. serious; 5. depend on

B 1. open to; 2. out in the open

11D

TED PLAYLIST

A 1. b; 2. c; 3. a

B 1. Louis Schwartzberg, Gary Greenberg; 2. Because they are pollinators and this is important for our food chain.; 3. He has made a film using powerful microscopes and he shows us nature in a new way.

C 1. Wonders; 2. outlines; 3. Astonishing

11E

WRITING

B Answers will vary.

C Answers will vary.

UNIT 12

12A

VOCABULARY

- A** 1. discovered; 2. identify; 3. tomb; 4. artifacts; 5. pottery;
6. excavate
B 1. fossil; 2. bones; 3. artifact; 4. pottery; 5. tomb

LISTENING

- A** 1. a; 2. b; 3. c
B 1. b; 2. a; 3. b

COMMUNICATION

- A** 1. d; 2. b; 3. a; 4. e; 5. c
B Answers will vary.

12B

LANGUAGE FOCUS

- A** 1. They **were** found ...; 2. Pompeii **was** covered; 3. The ship **is was** last seen ...; 4. The monument **was** built ...; 5. Titanic **is was** discovered ...; 6. The Egyptian team **was** identified the tomb.; 7. The paintings **is** covered ...; 8. Easter Island **was** discovered ...
B 1. are estimated; 2. is covered; 3. were discovered; 4. discovered;
5. were found; 6. protected; 7. go
C 1. the Orkney Islands; 2. 1850; 3. Its buildings were very well preserved.; 4. To protect the site from the sea.; 5. Because, like Pompeii, it was buried for thousands of years.

LISTENING FOCUS

- B** 1. /aɪ/; 2. /aʊ/; 3. /eɪ/; 4. /ɔɪ/; 5. /aʊ/; 6. /aɪ/
C 1. A silver coin was found by that tree.; 2. What about taking a walk in nature?; 3. Why did she decide to stay?; 4. What type of flowers did they get?; 5. My team counted eight turtles.; 6. How were the five tombs destroyed?

12C

READING

- A** 1. c; 2. a; 3. b
B 1. F; 2. T; 3. T; 4. F; 5. T

LISTENING

- A** c
B 1. b; 2. c; 3. c
C Answers will vary.

VOCABULARY BUILDING

- A** 1. violent; 2. diverse, buildup; 3. obstacles, discouraged
B 1. follow-up; 2. cleanup; 3. close-up

12D

TED PLAYLIST

- A** b
B 1. Kenneth Lacovara; 2. Paul Sereno; 3. Jack Horner
C 1. b; 2. a; 3. b
D Answers will vary.

12E

- B** Answers will vary.
C Answers will vary.

Audio and Video Scripts

UNIT 1

1.1 TED TALK PREVIEW

I would like to talk to you about a very special group of animals. There are 10,000 species of birds in the world. Vultures are amongst the most threatened group of birds. When you see a vulture like this, the first thing that comes to your mind is, these are disgusting, ugly, greedy creatures that are just after your flesh, associated with politicians. I want to change that perception. I want to change those feelings you have for these birds, because they need our sympathy. They really do.

1.2 LISTENING

My job, my passion, or what I'm trying to explore and share is the fact that we are throwing away the ark, which is my attempt to document as many of the world's captive species as I can before I die. I think photography has tremendous potential in terms of moving people to action.

These are pictures that go to work. These are pictures that work every day. Long after I'm dead, these things are going to go to work to save species. My goal is to get people to wake up and say, "Whoa that's amazing! What do I gotta do to save that!?" And then they actually do save it.

To create a picture that outlasts us—that's really tough. I shoot 30,000 pictures a year, minimum. Maybe three or four are keepers. Three or four! I got more fingers on this hand than I get keepers in a year, and all I do is shoot pictures, and that's all I've done since I was 18 years old, is take pictures. But boy, those three or four are pretty good!

1.5 INFOGRAPHIC CONVERSATION

The barracuda is a species of fish that is doing pretty well and has a healthy population. The barracuda is classified as a species of least concern.

The big-eye tuna, however, is not doing so well. Right now, there are certain things threatening the survival of the species—such as overfishing. As such, the big-eye tuna is classified as vulnerable.

For vulnerable species like the big-eye tuna, it's important that we work to protect them now, before they become endangered or even extinct. The silver trout is just one example of a species of fish that is now extinct.

1.9 TED TALK PART 1

I would like to talk to you about a very special group of animals. There are 10,000 species of birds in the world. Vultures are amongst the most threatened group of birds. When you see a vulture like this, the first thing that comes to your mind is, these are disgusting, ugly, greedy creatures that are just after your flesh, associated with politicians. I want to change that perception. I want to change those feelings you have for these birds, because they need our sympathy. They really do. And I'll tell you why.

First of all, why do they have such a bad press? When Charles Darwin went across the Atlantic in 1832 on the Beagle, he saw the turkey vulture, and he said, "These are disgusting birds with

bald scarlet heads that are formed to revel in putridity." You could not get a worse insult, and that from Charles Darwin. You know, he changed his mind when he came back, and I'll tell you why. They've also been associated with Disney—personified as goofy, dumb, stupid characters.

[...] So there's two types of vultures in this planet. There are the New World vultures that are mainly found in the Americas, like the condors and the caracaras, and then the Old World vultures, where we have 16 species. From these 16, 11 of them are facing a high risk of extinction.

So why are vultures important? First of all, they provide vital ecological services. They clean up. They're our natural garbage collectors. They clean up carcasses right to the bone. They help to kill all the bacteria. They help absorb anthrax that would otherwise spread and cause huge livestock losses and diseases in other animals. Recent studies have shown that in areas where there are no vultures, carcasses take up to three to four times to decompose, and this has huge ramifications for the spread of diseases.

1.10 TED TALK PART 2

So what is the problem with vultures? We have eight species of vultures that occur in Kenya, of which six are highly threatened with extinction. [...] In South Asia, in countries like India and Pakistan, four species of vultures are listed as critically endangered, which means they have less than 10 or 15 years to go extinct.

[...] So what's being done? Well, we're conducting research on these birds. We're putting transmitters on them. We're trying to determine their basic ecology, and see where they go. We can see that they travel different countries, so if you focus on a problem locally, it's not going to help you. We need to work with governments in regional levels. We're working with local communities. We're talking to them about appreciating vultures, about the need from within to appreciate these wonderful creatures and the services that they provide.

How can you help? You can become active, make noise. You can write a letter to your government and tell them that we need to focus on these very misunderstood creatures. Volunteer your time to spread the word. Spread the word. When you walk out of this room, you will be informed about vultures, but speak to your families, to your children, to your neighbors about vultures.

They are very graceful. Charles Darwin said he changed his mind because he watched them fly effortlessly without energy in the skies. Kenya, this world, will be much poorer without these wonderful species.

Thank you very much.

UNIT 2

2.1 TED TALK PREVIEW

All of you have famous people and historical figures in your tree, because we are all connected, and 75 million may seem like a lot,

but in a few years, it's quite likely we will have a family tree with all, almost all, seven billion people on Earth. But does it really matter? What's the importance?

2.3 LISTENING

My family history is pretty interesting. I'm from Canada, but my ancestors all come from different places.

My grandparents on my mother's side of the family moved from Scotland to Canada in the 19th century. In the 1930s though, my grandfather was working in England. So my mother, aunts, and uncle were born in London and lived through World War Two. In the 1950s, my grandfather was offered a job in Canada, and so the family moved back there.

My grandfather on my father's side was from Transylvania, which is now part of Romania. In the 1920s, he went to university in Scotland. While he was there, he met, fell in love with, and eventually married a local girl—my grandmother. They moved back to Transylvania, which is where my father was born. Shortly after though, they moved to neighboring Hungary.

My father grew up in Hungary, but in 1956, there was a revolution, and my father, who was 19 at that time, was forced to leave. He eventually settled in Canada, which is where he met my mother.

My father passed away in 2010, but our family is doing great. My mother and two brothers are still in Canada, my sister lives in Germany, and I've been in Singapore since 2001. I'm still Canadian, but I'm proud of my Scottish and Hungarian background. And my wife is Singaporean, so that's made my family tree even more international.

2.6 INFOGRAPHIC CONVERSATION

A: Are you doing anything interesting this weekend?

B: Yes. I'm going to meet my second cousin, Chris.

A: Your second cousin?

B: Yeah, I'm researching my family tree. Chris is my grandfather's sister's grandchild. And he's bringing his daughter Emily, too. She's my second cousin once removed.

A: That's cool. How did you get in touch?

B: Through my grandfather. I'm going to ask Chris to help me find out more about the family. He seems really interested.

A: Where are you meeting them?

B: At my place. They can meet the rest of family, too.

A: That's great.

2.10 TED TALK PART 1

Six months ago, I got an email from a man in Israel who had read one of my books, and the email said, "You don't know me, but I'm your 12th cousin." And it said, "I have a family tree with 80,000 people on it, including you, Karl Marx, and several European aristocrats."

[...] So this email inspired me to dive into genealogy, which I always thought was a very staid and proper field, but it turns out it's going through a fascinating revolution, and a controversial one. Partly, this is because of DNA and genetic testing, but partly, it's because of the Internet. There are sites that now take the Wikipedia approach to family trees, collaboration and crowdsourcing, and what you do is, you load your family tree on, and then these sites search to see if the A. J. Jacobs in your tree is the same as the A. J. Jacobs in another tree, and if it is, then you

can combine, and then you combine and combine and combine until you get these massive, mega-family trees with thousands of people on them, or even millions. I'm on something on Geni called the world family tree, which has no less than a jaw-dropping 75 million people. So that's 75 million people connected by blood or marriage, sometimes both. It's in all seven continents, including Antarctica. I'm on it. Many of you are on it, whether you know it or not, and you can see the links. Here's my cousin Gwyneth Paltrow. She has no idea I exist, but we are officially cousins. We have just 17 links between us. And there's my cousin Barack Obama. And he is my aunt's fifth great-aunt's husband's father's wife's seventh great-nephew, so practically my older brother.

[...] Now, I'm not boasting, because all of you have famous people and historical figures in your tree, because we are all connected, and 75 million may seem like a lot, but in a few years, it's quite likely we will have a family tree with all, almost all, seven billion people on Earth. But does it really matter? What's the importance?

2.11 TED TALK PART 2

First, it's got scientific value. This is an unprecedented history of the human race, and it's giving us valuable data about how diseases are inherited, how people migrate, and there's a team of scientists at MIT right now studying the world family tree.

Number two, it brings history alive. I found out I'm connected to Albert Einstein, so I told my seven-year-old son that, and he was totally engaged. Now Albert Einstein is not some dead white guy with weird hair. He's Uncle Albert.

[...] Number three, interconnectedness. We all come from the same ancestor, [...] so that means we literally all are biological cousins as well, and estimates vary, but probably the farthest cousin you have on Earth is about a 50th cousin. Now, it's not just ancestors we share, descendants. If you have kids, and they have kids, look how quickly the descendants accumulate. So in 10, 12 generations, you're going to have thousands of offspring, and millions of offspring.

Number four, a kinder world. Now, I know that there are family feuds. I have three sons, so I see how they fight. But I think that there's also a human bias to treat your family a little better than strangers. I think this tree is going to be bad news for bigots, because they're going to have to realize that they are cousins with thousands of people in whatever ethnic group they happen to have issues with, and I think you look back at history, and a lot of the terrible things we've done to each other is because one group thinks another group is sub-human, and you can't do that anymore. We're not just part of the same species. We're part of the same family. We share 99.9 percent of our DNA.

2.12 TED TALK PART 3

So I have all these hundreds and thousands, millions of new cousins. I thought, what can I do with this information? And that's when I decided, why not throw a party? So that's what I'm doing. And you're all invited. Next year, next summer, I will be hosting what I hope is the biggest and best family reunion in history. Thank you. I want you there. I want you there. It's going to be at the New York Hall of Science, which is a great venue...

[...] There's going to be exhibits and food, music. Paul McCartney is 11 steps away, so I'm hoping he brings his guitar. He hasn't RSVP'd yet, but fingers crossed. And there is going to be a day of speakers, of fascinating cousins.

[...] And, of course, the most important is that you, I want you guys there, and I invite you to go to GlobalFamilyReunion.org and figure out how you're on the family tree, because these are big issues, family and tribe, and I don't know all the answers, but I have a lot of smart relatives, including you guys, so together, I think we can figure it out. Only together can we solve these big problems. So from cousin to cousin, I thank you. I can't wait to see you. Goodbye.

UNIT 3

3.1 TED TALK PREVIEW

It's often said that you can tell a lot about a person by looking at what's on their bookshelves. What do my bookshelves say about me? Well, when I asked myself this question a few years ago, I made an alarming discovery.

3.3 LISTENING

I knew I wanted to be a writer from a very young age. I read a lot as a child, and I fell in love with imagining the lives of other people, the things they hope for and the experiences that change them. Empathy and imagination help a lot when you start to write stories of your own.

My first book was published in 2001, and it's called *Simple Recipes*. It's a collection of seven short stories, and revolves around family relationships—all the acts of trust or betrayal or love between parents and children, and between people whose lives are bound together.

One of the stories is about a Malaysian immigrant family who now live in Canada. The story is told from the perspective of the youngest child—a girl born in Canada after the family's arrival.

She describes a misunderstanding between her father and brother—a result of the cultural, and also language, differences between the two generations that is an inescapable part of the immigrant experience.

Simple Recipes received a great deal of praise, which gave me the confidence to keep doing what I loved. Since then, I've published three more books.

Writing stories and novels is an unusual way of life. Writing allows me to imagine and inhabit many different kinds of lives, and to expand the way I understand the world.

3.6 INFOGRAPHIC CONVERSATION

A: How many of these books have you read?

B: I've actually read them all except for *The Lion, the Witch, and the Wardrobe*. Do you know it?

A: Yeah, it was one of my favorites when I was young.

B: What's it about?

A: Well, it's a fantasy novel. It's about four children who live in an old house in England. They find an old wardrobe upstairs and it's magic.

B: How is it magic?

A: They can go through the wardrobe to visit a magical place called Narnia where they meet some talking animals.

B: Sounds interesting!

3.10 TED TALK PART 1

It's often said that you can tell a lot about a person by looking at what's on their bookshelves. What do my bookshelves say about me? Well, when I asked myself this question a few years ago, I made an alarming discovery. I'd always thought of myself as a fairly cultured, cosmopolitan sort of person. But my bookshelves told a rather different story. Pretty much all the titles on them were by British or North American authors, and there was almost nothing in translation. Discovering this massive, cultural blind spot in my reading came as quite a shock.

And when I thought about it, it seemed like a real shame. I knew there had to be lots of amazing stories out there by writers working in languages other than English. And it seemed really sad to think that my reading habits meant I would probably never encounter them. So, I decided to prescribe myself an intensive course of global reading. 2012 was set to be a very international year for the UK; it was the year of the London Olympics. And so I decided to use it as my time frame to try to read a novel, short story collection or memoir from every country in the world. And so I did. And it was very exciting and I learned some remarkable things and made some wonderful connections that I want to share with you today.

3.11 TED TALK PART 2

So how on earth was I going to read the world? I was going to have to ask for help. So in October 2011, I registered my blog, ayearofreadingtheworld.com, and I posted a short appeal online. I explained who I was, how narrow my reading had been, and I asked anyone who cared to leave a message suggesting what I might read from other parts of the planet. Now, I had no idea whether anyone would be interested, but within a few hours of me posting that appeal online, people started to get in touch. At first, it was friends and colleagues. Then it was friends of friends. And pretty soon, it was strangers.

Four days after I put that appeal online, I got a message from a woman called Rafidah in Kuala Lumpur. She said she loved the sound of my project, could she go to her local English-language bookshop and choose my Malaysian book and post it to me? I accepted enthusiastically, and a few weeks later, a package arrived containing not one, but two books—Rafidah's choice from Malaysia, and a book from Singapore that she had also picked out for me. Now, at the time, I was amazed that a stranger more than 6,000 miles away would go to such lengths to help someone she would probably never meet.

But Rafidah's kindness proved to be the pattern for that year. Time and again, people went out of their way to help me. Some took on research on my behalf, and others made detours on holidays and business trips to go to bookshops for me. It turns out, if you want to read the world, if you want to encounter it with an open mind, the world will help you.

3.12 TED TALK PART 3

The books I read that year opened my eyes to many things. As those who enjoy reading will know, books have an extraordinary power to take you out of yourself and into someone else's mindset, so that, for a while at least, you look at the world through different eyes. That can be an uncomfortable experience, particularly if you're reading a book from a culture that may have quite different values to your own. But it can also be really enlightening. Wrestling with unfamiliar ideas can help clarify your own thinking. And it can also show up blind spots in the way you might have been looking at the world.

When I looked back at much of the English-language literature I'd grown up with, for example, I began to see quite how narrow a lot of it was, compared to the richness that the world has to offer. And as the pages turned, something else started to happen, too. Little by little, that long list of countries that I'd started the year with, changed from a rather dry, academic register of place names into living, breathing entities.

Now, I don't want to suggest that it's at all possible to get a rounded picture of a country simply by reading one book. But cumulatively, the stories I read that year made me more alive than ever before to the richness, diversity and complexity of our remarkable planet. It was as though the world's stories and the people who'd gone to such lengths to help me read them had made it real to me. These days, when I look at my bookshelves or consider the works on my e-reader, they tell a rather different story. It's the story of the power books have to connect us across political, geographical, cultural, social, religious divides. It's the tale of the potential human beings have to work together.

[...] And I hope many more people will join me. If we all read more widely, there'd be more incentive for publishers to translate more books, and we would all be richer for that. Thank you.

UNIT 4

4.1 TED TALK PREVIEW

Recently, I flew over a crowd of thousands of people in Brazil playing music by George Frideric Handel. I also drove along the streets of Amsterdam, again playing music by this same composer.

Let's take a look.

[Music: George Frideric Handel, "Allegro." Performed by Daria van den Bercken.]

[Video] Daria van den Bercken: I live there on the third floor. [In Dutch] I live there on the corner. I actually live there, around the corner ... and you'd be really welcome.

Man: [In Dutch] Does that sound like fun?

Child: [In Dutch] Yes!

4.3 LISTENING

Iarla Ó Lionáird: My name is Iarla Ó Lionáird, and I'm an Irishman. I come from Cork—west Cork. And I'm a person who sings.

Narrator: Ó Lionáird sings in a traditional Irish style called sean-nós. He sings in Gaelic, which was Ó Lionáird's first language as a child. He was five years old before he learned English.

Ó Lionáird was the 8th of 12 children. His mother and grandmother were also singers in the sean-nós style.

Iarla Ó Lionáird: I remember my first day in school.

Mrs. McSweeney—Mrs. Mac—was my teacher. I remember she lifted me up, and she stood me on a desk, the first day I was ever in school, I was about 5, and she said, "sing." It was almost as if there was shoes they were waiting for me to put my feet into.

Narrator: Ó Lionáird released his first of three solo albums in 1997. He is now a member of a group called The Gloaming. The group released its award-winning first album in 2014.

4.6 INFOGRAPHIC CONVERSATION

Many students listen to music when they study. Is this a good idea? Well, it depends on what they listen to. Songs without lyrics are generally OK, such as classical music. Songs with lyrics can

distract you from studying, so it's best to avoid those. Some research also suggests that we study better when we listen to songs we like. Songs that we like help us to relax. Songs we dislike are going to annoy and distract us from our studies. So it may be best to listen to your favorite album rather than the radio.

4.12 TED TALK PART 1

Recently, I flew over a crowd of thousands of people in Brazil playing music by George Frideric Handel. I also drove along the streets of Amsterdam, again playing music by this same composer. Let's take a look.

[Music: George Frideric Handel, "Allegro." Performed by Daria van den Bercken.]

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Man: [In Dutch] Does that sound like fun?

Child: [In Dutch] Yes!

Daria van den Bercken: All this was a real magical experience for hundreds of reasons. Now you may ask, why have I done these things? They're not really typical for a musician's day-to-day life. Well, I did it because I fell in love with the music and I wanted to share it with as many people as possible.

It started a couple of years ago. I was sitting at home on the couch with the flu and browsing the Internet a little, when I found out that Handel had written works for the keyboard. Well, I was surprised. I did not know this. So I downloaded the sheet music and started playing. And what happened next was that I entered this state of pure, unprejudiced amazement. It was an experience of being totally in awe of the music, and I had not felt that in a long time. It might be easier to relate to this when you hear it. The first piece that I played through started like this. [Music] Well this sounds very melancholic, doesn't it? And I turned the page and what came next was this. [Music] Well, this sounds very energetic, doesn't it? So within a couple of minutes, and the piece isn't even finished yet, I experienced two very contrasting characters: beautiful melancholy and sheer energy. And I consider these two elements to be vital human expressions. And the purity of the music makes you hear it very effectively.

4.13 TED TALK PART 2

I've given a lot of children's concerts for children of seven and eight years old, and whatever I play, whether it's Bach, Beethoven, even Stockhausen, or some jazzy music, they are open to hear it, really willing to listen, and they are comfortable doing so. And when classes come in with children who are just a few years older, 11, 12, I felt that I sometimes already had trouble in reaching them like that. The complexity of the music does become an issue, and actually the opinions of others—parents, friends, media—they start to count. But the young ones, they don't question their own opinion. They are in this constant state of wonder, and I do firmly believe that we can keep listening like these seven-year-old children, even when growing up. And that is why I have played not only in the concert hall but also on the street, online, in the air: to feel that state of wonder, to truly listen, and to listen without prejudice. And I would like to invite you to do so now.

[Music]

Thank you.

UNIT 5

5.1 TED TALK PREVIEW

I'm kind of obsessed with flags. Sometimes I bring up the topic of flags, and people are like, "I don't care about flags," and then we start talking about flags, and trust me, 100 percent of people care about flags. There's just something about them that works on our emotions.

5.2 LISTENING

I've been an interior designer now for about 16 years. My mother and father were both architects so it was always likely that I'd have a career in design. I enjoyed art a lot at school, and I studied textile design when I was at university. I really learned a lot there, not just about textiles, but about design in general.

Every home I design is very different because every client is unique. I spend a lot of time talking with my clients and learning about their personal needs and tastes. I want the finished space to reflect them as individuals, not myself as a designer.

There is a quote from a famous British designer called William Morris which I use as a starting point for every project. He said, "Have nothing in your houses that you do not know to be useful or believe to be beautiful." I think it's really helpful to think about interior design in terms of those two factors. Everything in your home should be either useful, or beautiful. If it isn't either, it shouldn't be there! And, in regard to ideas about what's beautiful, it's really important to respect and value your client's personal taste.

5.5 INFOGRAPHIC LISTENING

Let me explain to you a little more about three of the main features of a coat of arms.

One of the first things people notice is the motto. It's a very common feature, but some coats of arms do not have it. This motto is in Latin. In English, it means, "To be, rather than to seem." The motto here is above the crest, but sometimes the motto appears below the shield.

The supporters are also a key element. Supporters are usually animals, but they can also be people. The two supporters can also be different—for example, in this coat of arms, you can see a unicorn and a lion.

And then, of course, there's the shield. The design on the shield is very important. The different symbols that are used all have meaning. Even the shape of the shield—which can vary—carries some kind of meaning.

5.9 TED TALK PART 1

I know what you're thinking: "Why does that guy get to sit down?" That's because this is radio.

I tell radio stories about design, and I report on all kinds of stories: buildings and toothbrushes and mascots and wayfinding and fonts. My mission is to get people to engage with the design that they care about so they begin to pay attention to all forms of design. [...] And few things give me greater joy than a well-designed flag. Yeah! Happy 50th anniversary on your flag, Canada. It is beautiful, gold standard. Love it. I'm kind of obsessed with flags. Sometimes I bring up the topic of flags, and people are like, "I don't care about flags," and then we start talking about flags, and trust me, 100 percent of people care about flags. There's just something about them that works on our emotions.

[...] Okay. So when I moved back to San Francisco in 2008, I researched its flag, because I had never seen it in the previous eight years I lived there. And I found it, I am sorry to say, sadly lacking. I know. It hurts me, too.

5.10 TED TALK PART 2

Narrator: The five basic principles of flag design. Number one.

Flag expert, Ted Kaye: Keep it simple. Narrator: Number two. TK: Use meaningful symbolism.

Narrator: Number three. TK: Use two to three basic colors.

Narrator: Number four. TK: No lettering or seals.

Narrator: Never use writing of any kind. TK: Because you can't read that at a distance.

Narrator: Number five. TK: And be distinctive.

Roman Mars: All the best flags tend to stick to these principles. And like I said before, most country flags are okay. But here's the thing: if you showed this list of principles to any designer of almost anything, they would say these principles—simplicity, deep meaning, having few colors or being thoughtful about colors, uniqueness, don't have writing you can't read—all those principles apply to them, too.

[...] But here's the trick: If you want to design a great flag, a kickass flag like Chicago's or D.C.'s, which also has a great flag, start by drawing a one-by-one-and-a-half-inch rectangle on a piece of paper. Your design has to fit within that tiny rectangle. Here's why.

TK: A three-by-five-foot flag on a pole 100 feet away looks about the same size as a one-by-one-and-a-half-inch rectangle seen about 15 inches from your eye. You'd be surprised at how compelling and simple the design can be when you hold yourself to that limitation.

RM: Meanwhile, back in San Francisco. Is there anything we can do?

TK: I like to say that in every bad flag there's a good flag trying to get out. The way to make San Francisco's flag a good flag is to take the motto off because you can't read that at a distance. Take the name off, and the border might even be made thicker, so it's more a part of the flag. And I would simply take the phoenix and make it a great big element in the middle of the flag.

RM: But the current phoenix, that's got to go.

TK: I would simplify or stylize the phoenix. Depict a big, wide-winged bird coming out of flames. Emphasize those flames.

RM: So this San Francisco flag was designed by Frank Chimero based on Ted Kaye's suggestions. I don't know what he would do if we was completely unfettered and didn't follow those guidelines. Fans of my radio show and podcast, they've heard me complain about bad flags. They've sent me other suggested designs. This one's by Neil Mussett. Both are so much better. And I think if they were adopted, I would see them around the city.

5.11 TED TALK PART 3

TK: Often when city leaders say, "We have more important things to do than worry about a city flag," my response is, "If you had a great city flag, you would have a banner for people to rally under to face those more important things."

[...] So maybe all the city flags can be as inspiring as Hong Kong or Portland or Trondheim, and we can do away with all the bad

flags like San Francisco, Milwaukee, Cedar Rapids, and finally, when we're all done, we can do something about Pocatello, Idaho, considered by the North American Vexillological Association as the worst city flag in North America. Yeah. That thing has a trademark symbol on it, people. That hurts me just to look at. Thank you so much for listening.

UNIT 6

6.1 TED TALK PREVIEW

And I get the most amazing fan mail, and I get the most amazing projects, and the biggest moment for me came last Halloween. The doorbell rang and it was a trick-or-treater dressed as my character. It was so cool.

6.3 LISTENING

Narrator: Franklin Chang Diaz is an engineer, and a former NASA astronaut. As an astronaut, Chang Diaz went on seven Space Shuttle missions—no other astronaut has been on more spaceflights. But what inspired him in his career?

Franklin Chang Diaz: I was a child of the fifties. I was captivated by space because of the launch of Sputnik. Sputnik was something that probably lit the fire or lit the spark of space for many children.

I have many heroes. Still do. The number one hero is my Dad. My dad was the one person that I wanted to be like. He was not a scientist, he was not an engineer, but he was an adventurer. He was a guy that was not afraid of anything, and I wanted to be like him. And even today, when I'm faced with a difficult problem, I have to make a decision, I always ask myself, "What would my father do in this same situation?" and it helps me a lot to arrive at a decision.

Inspiration is in many ways a bit of a chain. I was inspired by others, and maybe I was, or I am, an inspiration to some. And that is part of the way it should be. I feel that this was not part of my plan to be an inspiration, but it is a responsibility that I have acquired, and I have to be true to it.

I hope that those that come after me will inspire others as well, and so the chain will be unbroken.

6.6 INFOGRAPHIC CONVERSATION

There are a lot of inspirational people in the world, but when I think about who I really admire, two people come to mind. The first is Leonardo da Vinci. We know him as a painter, of course, but he was much more than that. He was good at so many things— inventing, engineering, music, math, astronomy, literature. He had such an incredible mind.

Another person I admire is Mexican artist Frida Kahlo. I admire her because she was such a strong person. And her self-portraits are fascinating. There is one quote I remember. She once said, "I paint myself because I am so often alone and because I am the subject I know best."

6.10 TED TALK PART 1

When I was in the third grade, a monumental event happened. An author visited our school, Jack Gantos. A published author of books came to talk to us about what he did for a living. And afterwards, we all went back to our classrooms and we drew our own renditions of his main character, Rotten Ralph. And suddenly the author appeared in our doorway, and I remember him sort of sauntering down the aisles, going from kid to kid looking at the

desks, not saying a word. But he stopped next to my desk, and he tapped on my desk, and he said, "Nice cat." And he wandered away. Two words that made a colossal difference in my life. When I was in the third grade, I wrote a book for the first time, "The Owl Who Thought He Was The Best Flyer."

[...] So I loved writing so much that I'd come home from school, and I would take out pieces of paper, and I would staple them together, and I would fill those blank pages with words and pictures just because I loved using my imagination. And so these characters would become my friends. There was an egg, a tomato, a head of lettuce and a pumpkin, and they all lived in this refrigerator city, and in one of their adventures they went to a haunted house that was filled with so many dangers like an evil blender who tried to chop them up, an evil toaster who tried to kidnap the bread couple, and an evil microwave who tried to melt their friend who was a stick of butter.

6.11 TED TALK PART 2

So how did I make friends? I drew funny pictures of my teachers—and I passed them around. Well, in English class, in ninth grade, my friend John, who was sitting next to me, laughed a little bit too hard. Mr. Greenwood was not pleased. He instantly saw that I was the cause of the commotion, and for the first time in my life, I was sent to the hall, and I thought, "Oh no, I'm doomed. My grandfather's just going to kill me." And he came out to the hallway and he said, "Let me see the paper." And I thought, "Oh no. He thinks it's a note." And so I took this picture, and I handed it to him. And we sat in silence for that brief moment, and he said to me, "You're really talented." "You're really good. You know, the school newspaper needs a new cartoonist, and you should be the cartoonist. Just stop drawing in my class." So my parents never found out about it. I didn't get in trouble.

[...] I kept making comics, and at the Worcester Art Museum, I was given the greatest piece of advice by any educator I was ever given. Mark Lynch, he's an amazing teacher and he's still a dear friend of mine, and I was 14 or 15, and I walked into his comic book class halfway through the course, and I was so excited, I was beaming. I had this book that was how to draw comics in the Marvel way, and it taught me how to draw superheroes, how to draw a woman, how to draw muscles just the way they were supposed to be if I were to ever draw for X-Men or Spiderman. And all the color just drained from his face, and he looked at me, and he said, "Forget everything you learned." And I didn't understand. He said, "You have a great style. Celebrate your own style. Don't draw the way you're being told to draw. Draw the way you're drawing and keep at it, because you're really good."

6.12 TED TALK PART 3

I graduated from RISD. My grandparents were very proud, and I moved to Boston, and I set up shop. I set up a studio and I tried to get published. I would send out my books. I would send out hundreds of postcards to editors and art directors, but they would go unanswered.

[...] Now, I used to work the weekends at the Hole in the Wall offseason programming to make some extra money as I was trying to get my feet off the ground, and this kid who was just this really hyper kid, I started calling him "Monkey Boy," and I went home and wrote a book called "Good Night, Monkey Boy." And I sent out one last batch of postcards. And I received an email from an editor at Random House with a subject line, "Nice work!"

Exclamation point. "Dear Jarrett, I received your postcard. I liked your art, so I went to your website and I'm wondering if you ever tried writing any of your own stories, because I really like your art and it looks like there are some stories that go with them. Please let me know if you're ever in New York City." And this was from an editor at Random House Children's Books. So the next week I "happened" to be in New York. And I met with this editor, and I left New York for a contract for my first book, "Good Night, Monkey Boy," which was published on June 12, 2001.

[...] And then something happened that changed my life. I got my first piece of significant fan mail, where this kid loved Monkey Boy so much that he wanted to have a Monkey Boy birthday cake. For a two-year-old, that is like a tattoo. You know? You only get one birthday per year. And for him, it's only his second. And I got this picture, and I thought, "This picture is going to live within his consciousness for his entire life. He will forever have this photo in his family photo albums." So that photo, since that moment, is framed in front of me while I've worked on all of my books.

[...] And I get the most amazing fan mail, and I get the most amazing projects, and the biggest moment for me came last Halloween. The doorbell rang and it was a trick-or-treater dressed as my character. It was so cool.

UNIT 7

7.1 TED TALK PREVIEW

I'm convinced that in 30 years, when we look back on today and on how we raise and slaughter billions of animals to make our hamburgers and our handbags, we'll see this as being wasteful and indeed crazy.

7.3 LISTENING

One of the things I really love about cooking is that it's such a universal experience. Food is how the vast majority of us interact with our resources.

I worked as a fisherman in Africa, off the coast of Essaouira, and the sardine fishermen were out there, and until this point, seafood had just been delivered as if by magic. But here, in this village, in this ages old tradition, here is men and women who are casting nets into the sea in hopes of catching dinner—not dollars.

Environmentalism, at its root, is a human concern.

Environmentalism is so often thought of as this distant idea—this whale that we need to save in some distant ocean far away. But dinner is full contact environmentalism.

7.6 INFOGRAPHIC CONVERSATION

Interviewer: Thank you for talking with us. So, we know that today, people around the world are eating more meat than ever before. Do you think this trend will continue in the future?

Expert: Yes, I do. We can be pretty sure about this. First of all, the world's population is increasing. Every day, there are around 228,000 more people on the planet!

So, by 2050, we think that the population of the world will increase by about 35%. And, of course, the demand for meat will increase as the population increases.

But also, in developing countries, people are becoming richer. By 2050, many more people will be able to buy meat regularly. We think there will be a 100% increase in demand for meat from developing countries.

So when you take the two together—the global population growth and the increased demand from developing countries—it means that, in the next 30 years, there will be a huge rise in the number of people demanding meat.

The big question is, however, will we be able to produce enough meat for the increased demand? This, I'm not so sure about.

7.10 TED TALK PART 1

I'm convinced that in 30 years, when we look back on today and on how we raise and slaughter billions of animals to make our hamburgers and our handbags, we'll see this as being wasteful and indeed crazy. Did you know that today we maintain a global herd of 60 billion animals to provide our meat, dairy, eggs, and leather goods? And over the next few decades, as the world's population expands to 10 billion, this will need to nearly double to 100 billion animals.

But maintaining this herd takes a major toll on our planet. Animals are not just raw materials. They're living beings, and already our livestock is one of the largest users of land, fresh water, and one of the biggest producers of greenhouse gases, which drive climate change. On top of this, when you get so many animals so close together, it creates a breeding ground for disease and opportunities for harm and abuse. Clearly, we cannot continue on this path which puts the environment, public health, and food security at risk. There is another way, ...

7.11 TED TALK PART 2

There is another way, because essentially, animal products are just collections of tissues, and right now we breed and raise highly complex animals only to create products that are made of relatively simple tissues. What if, instead of starting with a complex and sentient animal, we started with what the tissues are made of, the basic unit of life, the cell? This is biofabrication, where cells themselves can be used to grow biological products like tissues and organs.

[...] And we should begin by reimagining leather. I emphasize leather because it is so widely used. It is beautiful, and it has long been a part of our history. Growing leather is also technically simpler than growing other animal products like meat. It mainly uses one cell type, and it is largely two-dimensional.

7.12 TED TALK PART 3

And so I'm very excited to show you, for the first time, the first batch of our cultured leather, fresh from the lab. This is real, genuine leather, without the animal sacrifice. It can have all the characteristics of leather because it is made of the same cells, and better yet, there is no hair to remove, no scars or insect's bites, and no waste. This leather can be grown in the shape of a wallet, a handbag or a car seat. It is not limited to the irregular shape of a cow or an alligator.

And because we make this material, we grow this leather from the ground up, we can control its properties in very interesting ways. This piece of leather is a mere seven tissue layers thick, and as you can see, it is nearly transparent. And this leather is 21 layers thick and quite opaque. You don't have that kind of fine control with conventional leather.

[...] We can design new materials, new products, and new facilities. We need to move past just killing animals as a resource to something more civilized and evolved. Perhaps we are ready for something literally and figuratively more cultured. Thank you.

UNIT 8

8.1 TED TALK PREVIEW

Fifty-four percent of the world's population lives in our cities. In developing countries, one third of that population is living in slums. Seventy-five percent of global energy consumption occurs in our cities, and 80 percent of gas emissions that cause global warming come from our cities. So things that you and I might think about as global problems, like climate change, the energy crisis or poverty, are really, in many ways, city problems.

8.2 LISTENING

I grew up in a place called Whitworth. It's a very small town in the north of England. Only about 8,000 people live there, so it's a very quiet place. You can go walking in the countryside, which is lovely, but other than that, there's not much to do.

When I was 21, I moved to Singapore, which was a huge change. Singapore is a bustling, modern, multicultural city—the exact opposite of Whitworth! Singapore was a great place to live. I met people from so many different backgrounds and I had a really great time.

I lived in Singapore for 9 years, and then in 2009, I moved to Sydney, Australia, which is where I live now. Sydney is a wonderful place. I feel like I have the best of both worlds here. I live in the suburbs in a quiet neighborhood not too far from the city. There are a lot of parks near where I live, and it's a pretty peaceful place. But if I want a bit more excitement, I'm only a short drive from the city center. There's so much to do in Sydney, I never get bored.

I've got no plans to move again in the future. I'm really happy where I am now.

8.5 INFOGRAPHIC CONVERSATION

A: Hey, this is interesting. It says Monterrey, Mexico, is one of the happiest cities in the world. You grew up there, right?

B: Yeah, that's right.

A: So, what do you think? Was it a happy city?

B: Well, I loved living there. I used to love hanging out with my friends on the riverfront. I didn't have a car in those days, but it was so easy to get around by bus. I was always happy.

A: Cool. I should visit there one day.

B: Yeah. If you go, make sure you check out the Santa Lucia Riverwalk. It's really cool.

A: Okay, thanks for the advice.

8.9 TED TALK PART 1

Fifty-four percent of the world's population lives in our cities. In developing countries, one third of that population is living in slums. Seventy-five percent of global energy consumption occurs in our cities, and 80 percent of gas emissions that cause global warming come from our cities. So things that you and I might think about as global problems, like climate change, the energy crisis or poverty, are really, in many ways, city problems. They will not be solved unless people who live in cities, like most of us, actually start doing a better job, because right now, we are not doing a very good one.

[...] Three years ago, I cofounded an organization called Meu Rio, and we make it easier for people in the city of Rio to organize around causes and places that they care about in their own city, and have an impact on those causes and places every day. In these past three years, Meu Rio grew to a network of 160,000

citizens of Rio. About 40 percent of those members are young people aged 20 to 29. That is one in every 15 young people of that age in Rio today.

8.10 TED TALK PART 2

Amongst our members is this adorable little girl, Bia, to your right, and Bia was just 11 years old when she started a campaign using one of our tools to save her model public school from demolition. Her school actually ranks among the best public schools in the country, and it was going to be demolished by the Rio de Janeiro state government to build, I kid you not, a parking lot for the World Cup right before the event happened. Bia started a campaign, and we even watched her school 24/7 through webcam monitoring, and many months afterwards, the government changed their minds. Bia's school stayed in place.

There's also Jovita. She's an amazing woman whose daughter went missing about 10 years ago, and since then, she has been looking for her daughter. In that process, she found out that first, she was not alone. In the last year alone, 2013, 6,000 people disappeared in the state of Rio. But she also found out that in spite of that, Rio had no centralized intelligence system for solving missing persons cases. In other Brazilian cities, those systems have helped solve up to 80 percent of missing persons cases. She started a campaign, and after the secretary of security got 16,000 emails from people asking him to do this, he responded, and started to build a police unit specializing in those cases. It was open to the public at the end of last month, and Jovita was there giving interviews and being very fancy.

And then, there is Leandro. Leandro is an amazing guy in a slum in Rio, and he created a recycling project in the slum. At the end of last year, December 16, he received an eviction order by the Rio de Janeiro state government giving him two weeks to leave the space that he had been using for two years. The plan was to hand it over to a developer, who planned to turn it into a construction site. Leandro started a campaign using one of our tools, the Pressure Cooker, the same one that Bia and Jovita used, and the state government changed their minds before Christmas Eve.

8.11 TED TALK PART 3

These stories make me happy, but not just because they have happy endings. They make me happy because they are happy beginnings. The teacher and parent community at Bia's school is looking for other ways they could improve that space even further. Leandro has ambitious plans to take his model to other low-income communities in Rio, and Jovita is volunteering at the police unit that she helped created.

[...] With the Our Cities network, the Meu Rio team hopes to share what we have learned with other people who want to create similar initiatives in their own cities. We have already started doing it in São Paulo with incredible results, and want to take it to cities around the world through a network of citizen-centric, citizen-led organizations that can inspire us, challenge us, and remind us to demand real participation in our city lives.

It is up to us to decide whether we want schools or parking lots, community-driven recycling projects or construction sites, loneliness or solidarity, cars or buses, and it is our responsibility to do that now, for ourselves, for our families, for the people who make our lives worth living, and for the incredible creativity, beauty, and wonder that make our cities, in spite of all of their problems, the greatest invention of our time. Obrigado. Thank you.

UNIT 9

9.1 TED TALK PREVIEW

I suspect that every aid worker in Africa comes to a time in her career when she wants to take all the money for her project—maybe it's a school or a training program—pack it in a suitcase, get on a plane flying over the poorest villages in the country, and start throwing that money out the window. Because to a veteran aid worker, the idea of putting cold, hard cash into the hands of the poorest people on Earth doesn't sound crazy, it sounds really satisfying.

9.2 LISTENING

In 2016, I and a group of friends took part in an event called the Dumball Rally in India. The event was to raise money for a charity called the Teenage Cancer Trust.

The rally involved about 30 teams. Each team had a car, which they drove around the southern part of India. The journey took 8 days. We started in Chennai, we drove south along the east coast, and then north up the west coast, and finished in our final destination, in Goa.

We used social media to ask our friends and family for donations. Using Facebook and a website called JustGiving.com, it was really easy to contact everyone to receive their donations online. Our team raised around \$4,000, and in total, the event raised around \$170,000.

And of course, the journey itself was lots of fun, too. We drove for about 12 hours every day, and we saw some incredible scenery along the way. We also got a chance to talk to some of the local people, and we even managed to have a game of cricket!

It was an experience I'll never forget, and hopefully the money we raised will go some way to making people's lives better.

9.5 INFOGRAPHIC CONVERSATION

A: I heard you're planning to run a marathon for charity.

B: Yeah, that's right. I'm raising money for a local children's charity.

A: That's great. Can I make a donation?

B: Of course. I have a Facebook page where you can donate online.

A: OK, cool. I'll do it later today. How much have you raised so far?

B: Well, so far it's \$950. So, if you donate \$50, I'll reach my target of \$1,000.

A: Oh well done! OK, \$50 is no problem.

B: Great! Thanks.

9.9 TED TALK PART 1

I suspect that every aid worker in Africa comes to a time in her career when she wants to take all the money for her project—maybe it's a school or a training program—pack it in a suitcase, get on a plane flying over the poorest villages in the country, and start throwing that money out the window. Because to a veteran aid worker, the idea of putting cold, hard cash into the hands of the poorest people on Earth doesn't sound crazy, it sounds really satisfying.

[...] Well, why did I spend a decade doing other stuff for the poor? Honestly, I believed that I could do more good with money

for the poor than the poor could do for themselves. I held two assumptions: One, that poor people are poor in part because they're uneducated and don't make good choices; two is that we then need people like me to figure out what they need and get it to them. It turns out, the evidence says otherwise.

9.10 TED TALK PART 2

In recent years, researchers have been studying what happens when we give poor people cash. Dozens of studies show across the board that people use cash transfers to improve their own lives. Pregnant women in Uruguay buy better food and give birth to healthier babies. Sri Lankan men invest in their businesses. Researchers who studied our work in Kenya found that people invested in a range of assets, from livestock to equipment to home improvements, and they saw increases in income from business and farming one year after the cash was sent.

9.11 TED TALK PART 3

One very telling study looked at a program in India that gives livestock to the so-called ultra-poor, and they found that 30 percent of recipients had turned around and sold the livestock they had been given for cash. The real irony is, for every 100 dollars' worth of assets this program gave someone, they spent another 99 dollars to do it. What if, instead, we use technology to put cash, whether from aid agencies or from any one of us directly into a poor person's hands.

9.12 TED TALK PART 4

Today, three in four Kenyans use mobile money, which is basically a bank account that can run on any cell phone. A sender can pay a 1.6 percent fee and with the click of a button send money directly to a recipient's account with no intermediaries.

[...] That's what we've started to do at GiveDirectly. We're the first organization dedicated to providing cash transfers to the poor. We've sent cash to 35,000 people across rural Kenya and Uganda in one-time payments of 1,000 dollars per family. So far, we've looked for the poorest people in the poorest villages, and in this part of the world, they're the ones living in homes made of mud and thatch, not cement and iron.

[...] Something that five years ago would have seemed impossible we can now do efficiently and free of corruption. The more cash we give to the poor, and the more evidence we have that it works, the more we have to reconsider everything else we give. Today, the logic behind aid is too often, well, we do at least some good.

[...] What if the logic was, will we do better than cash given directly? Organizations would have to prove that they're doing more good for the poor than the poor can do for themselves. Of course, giving cash won't create public goods like eradicating disease or building strong institutions, but it could set a higher bar for how we help individual families improve their lives.

UNIT 10

10.1 TED TALK PREVIEW

So Evan, choose something that you can visualize clearly in your mind.

Evan Grant: Let's do "pull."

Tan Le: Okay, so let's choose "pull." So the idea here now is that Evan needs to imagine the object coming forward into the screen,

and there's a progress bar that will scroll across the screen while he's doing that. The first time, nothing will happen, because the system has no idea how he thinks about "pull." But maintain that thought for the entire duration of the eight seconds. So: one, two, three, go. Okay. So once we accept this, the cube is live. So let's see if Evan can actually try and imagine pulling. Ah, good job! That's really amazing.

10.2 VOCABULARY

The human brain is the most complex organ in the human body. There are five main parts.

The frontal lobe is the part of our brain that helps us concentrate. We use it when we are trying to solve problems. But it's also responsible for our emotions, and so it influences our personality quite a lot.

The occipital lobe is at the back of the brain. It helps us understand things that we see, such as color, shape, and distance. It's also the part of our brain that makes us dream.

The temporal lobe is the part responsible for our long-term memory. It helps us organize information and understand language.

The cerebellum helps us balance and control our muscles. It's important for hand-eye coordination.

The parietal lobe is the part that is responsible for our pain and touch sensations. It also enables us to understand time, numbers, and to be able to spell words.

The brain is a truly amazing thing, and there's still so much that we don't know about it.

10.3 LISTENING

How good would you say that your hand-eye coordination is? Good? Really good? Do you wish you could improve it? Many athletes believe that simply visualizing an action can improve their coordination. But does it work? Let's find out.

Let's run our experiment on the greatest sport ever invented. Set up a waste basket, crumple up some pieces of paper, and try to make some baskets. Sometimes you miss your shot. Sometimes you make it. Here's our question: Can visualizing your throw before you take it improve your shooting?

This time, before shooting, try visualizing what it'll feel like for your arm to take the shot, and also the path that the paper will take on its way to the basket. Get set up. Do you see it? OK, then take the shot.

If you're playing along at home, try taking a bunch of shots. On half of them, try visualizing first. On the other half, just go ahead and shoot. Keep track of your performance. Does it really help to visualize?

There's some evidence that mental practice of this sort can actually improve some types of athletic performance. Now some of these improvements might just be due to getting yourself into a relaxed and focused state of mind. But some of them might be because visualizing actions turns out to activate some of the same brain regions produced in making the motions themselves.

10.6 INFOGRAPHIC CONVERSATION

The brain is incredible, and scientists are learning more and more about it every day. Did you know, for example, that your brain is able to generate power? Experts believe that it can generate enough electricity to power a light bulb.

There are also some common myths about the brain. You may

have heard that we only use 10% of our brains. Well, most scientists now agree that that's not true. We use different parts of our brains for different purposes at different times. So the percentage is generally higher.

And do men have bigger brains than women? It appears so, although not by much. Men's brains are on average about 10% larger than women's. When you think about it, it makes sense. Men's bodies are generally bigger than women's.

10.10 TED TALK PART 1

Up until now, our communication with machines has always been limited to conscious and direct forms. Whether it's something simple like turning on the lights with a switch, or even as complex as programming robotics, we have always had to give a command to a machine, or even a series of commands, in order for it to do something for us. Communication between people, on the other hand, is far more complex and a lot more interesting because we take into account so much more than what is explicitly expressed. We observe facial expressions, body language, and we can intuit feelings and emotions from our dialogue with one another. This actually forms a large part of our decision-making process. Our vision is to introduce this whole new realm of human interaction into human-computer interaction so that computers can understand not only what you direct it to do, but it can also respond to your facial expressions and emotional experiences. And what better way to do this than by interpreting the signals naturally produced by our brain, our center for control and experience.

10.11 TED TALK PART 2

So with that, I'd like to invite onstage Evan Grant, who is one of last year's speakers, who's kindly agreed to help me to demonstrate what we've been able to develop.

[...] So Evan, choose something that you can visualize clearly in your mind.

Evan Grant: Let's do "pull."

Tan Le: Okay, so let's choose "pull." So the idea here now is that Evan needs to imagine the object coming forward into the screen, and there's a progress bar that will scroll across the screen while he's doing that. The first time, nothing will happen, because the system has no idea how he thinks about "pull." But maintain that thought for the entire duration of the eight seconds. So: one, two, three, go. Okay. So once we accept this, the cube is live. So let's see if Evan can actually try and imagine pulling. Ah, good job! That's really amazing.

10.12 TED TALK PART 3

So I'd like to show you a few examples, because there are many possible applications for this new interface. In games and virtual worlds, for example, your facial expressions can naturally and intuitively be used to control an avatar or virtual character. Obviously, you can experience the fantasy of magic and control the world with your mind. And also, colors, lighting, sound, and effects can dynamically respond to your emotional state to heighten the experience that you're having, in real time. And moving on to some applications developed by developers and researchers around the world, with robots and simple machines, for example—in this case, flying a toy helicopter simply by thinking "lift" with your mind. The technology can also be applied to real

world applications—in this example, a smart home. You know, from the user interface of the control system to opening curtains or closing curtains. And of course, also to the lighting—turning them on or off. And finally, to real life-changing applications, such as being able to control an electric wheelchair. In this example, facial expressions are mapped to the movement commands.

[Video] Man: Now blink right to go right. Now blink left to turn back left. Now smile to go straight.

TL: We really—Thank you. We are really only scratching the surface of what is possible today, and with the community's input, and also with the involvement of developers and researchers from around the world, we hope that you can help us to shape where the technology goes from here. Thank you so much.

UNIT 11

11.1 TED TALK PREVIEW

So here is some nectar from my film. I hope you'll drink, tweet and plant some seeds to pollinate a friendly garden. And always take time to smell the flowers, and let it fill you with beauty, and rediscover that sense of wonder. Here are some images from the film.

11.2 LISTENING

I love nature. I've always been a fan of nature.

I'm now lucky enough that I live in a part of the world where I'm near a beach, and near a lovely park where I enjoy cycling. I sometimes see large monitor lizards and exotic birds, and I really enjoy it.

I've been on a couple of nature holidays. My last one was in Greece. It was a Greek island called Zakynthos, which is famous for turtles. We went in June, and we were lucky enough to see the baby turtles on the beach, and we took some wonderful photographs.

I've also been to Cairns, which is in Australia, and we went snorkeling at the Great Barrier Reef, which was amazing. We saw nurse sharks, we saw jellyfish, we saw other colorful fish, and I even saw an octopus.

I would really like to visit South Africa to go on safari, to see animals in the wild, in their natural habitat. I would love to take some photographs of the lions and the giraffes. I think that would be an amazing adventure.

11.5 INFOGRAPHIC CONVERSATION

Many children around the world are having less contact with nature. They spend more time indoors than ever before. They lack basic knowledge of nature. What can we do about this?

First, we as adults need to set an example for our children. Adults need to connect with nature as well. Take your kids camping. Go for a walk. Play games together in the park. When you do fun things with your kids outside, they will want to spend more time there.

And second, I'd suggest we need to look at why children are staying indoors more. They watch TV. They play on computers and other electronic devices.

My advice for parents is to set aside a few hours a week as "Turn off time." For these few hours, don't allow children to use electronic devices, and instead, encourage them to do something outside.

11.9 TED TALK PART 1

It's great being here at TED. You know, I think there might be some presentations that will go over my head, but the most amazing concepts are the ones that go right under my feet. The little things in life, sometimes that we forget about, like pollination, that we take for granted. And you can't tell the story about pollinators—bees, bats, hummingbirds, butterflies—without telling the story about the invention of flowers and how they co-evolved over 50 million years. I've been filming time-lapse flowers 24 hours a day, seven days a week, for over 35 years. To watch them move is a dance I'm never going to get tired of. It fills me with wonder, and it opens my heart. Beauty and seduction, I believe, is nature's tool for survival, because we will protect what we fall in love with. Their relationship is a love story that feeds the Earth. It reminds us that we are a part of nature, and we're not separate from it.

When I heard about the vanishing bees, Colony Collapse Disorder, it motivated me to take action. We depend on pollinators for over a third of the fruits and vegetables we eat. And many scientists believe it's the most serious issue facing mankind. It's like the canary in the coalmine. If they disappear, so do we. It reminds us that we are a part of nature and we need to take care of it.

11.10 TED TALK PART 2

I realized that nature had invented reproduction as a mechanism for life to move forward, as a life force that passes right through us and makes us a link in the evolution of life. Rarely seen by the naked eye, this intersection between the animal world and the plant world is truly a magic moment. It's the mystical moment where life regenerates itself, over and over again.

So here is some nectar from my film. I hope you'll drink, tweet, and plant some seeds to pollinate a friendly garden. And always take time to smell the flowers, and let it fill you with beauty, and rediscover that sense of wonder. Here are some images from the film.

[Music]

Thank you. Thank you very much.

UNIT 12

12.1 TED TALK PREVIEW

So that's really what makes this an incredible discovery. It's a dinosaur like no other. And some people told me, "Wow, this is a once-in-a-lifetime discovery. There are not many things left to discover in the world." Well, I think nothing could be further from the truth.

12.2 LISTENING

One of the great stories that I have is about a time that I was excavating a trade site on the coast of Egypt. The site's more than 800 years old, and we were excavating a merchant's house who had been there seasonally, who had lived there in the summers when ships came, and then he would leave. And I was brushing the doorway, and I noticed there was a doormat. And I lifted up that doormat, and what was underneath that but a wooden key! That key was over 800 years old! And I picked it up, and noticed that it had the name of the merchant written on it. Can you imagine? That merchant had been there 800 years ago, left his key, hoping to come back, and we found it. It was such a close connection with the past. It was awesome!

12.5 INFOGRAPHIC CONVERSATION

The terracotta warriors were discovered in 1974. Since then, millions of people have visited this incredible site in Xian, China.

Scientists have learned a great deal about the terracotta warriors in the past few decades. The site is actually a tomb. It was built for the first emperor of China over 2,000 years ago.

The 8,000 or so sculptures are all different—no two are alike. When tourists look at them today, they see brown. But the soldiers were originally painted in bright colors. This was done to make them look more realistic. The colors have faded over time.

12.9 TED TALK PART 1

These dragons from deep time are incredible creatures. They're bizarre, they're beautiful, and there's very little we know about them. These thoughts were going through my head when I looked at the pages of my first dinosaur book. I was about five years old at the time, and I decided there and then that I would become a paleontologist. Paleontology allowed me to combine my love for animals with my desire to travel to far-flung corners of the world.

And now, a few years later, I've led several expeditions to the ultimate far-flung corner on this planet, the Sahara. I've worked in the Sahara because I've been on a quest to uncover new remains of a bizarre, giant predatory dinosaur called *Spinosaurus*.

A few bones of this animal have been found in the deserts of Egypt and were described about 100 years ago by a German paleontologist. Unfortunately, all his *Spinosaurus* bones were destroyed in World War II. So all we're left with are just a few drawings and notes. From these drawings, we know that this creature, which lived about 100 million years ago, was very big, it had tall spines on its back, forming a magnificent sail, and it had long, slender jaws, a bit like a crocodile, with conical teeth, that may have been used to catch slippery prey, like fish. But that was pretty much all we knew about this animal for the next 100 years.

12.10 TED TALK PART 2

Finally, very recently, we were able to track down a dig site where a local fossil hunter found several bones of *Spinosaurus*. We returned to the site, we collected more bones. And so after 100 years we finally had another partial skeleton of this bizarre creature. And we were able to reconstruct it.

We now know that *Spinosaurus* had a head a little bit like a crocodile, very different from other predatory dinosaurs, very different from the *T. rex*. But the really interesting information came from the rest of the skeleton. We had long spines, the spines forming the big sail. We had leg bones, we had skull bones, we had paddle-shaped feet, wide feet—again, very unusual, no other dinosaur has feet like this—and we think they may have been used to walk on soft sediment, or maybe for paddling in the water. We also looked at the fine microstructure of the bone, the inside structure of *Spinosaurus* bones, and it turns out that they're very dense and compact. Again, this is something we see in animals that spend a lot of time in the water, it's useful for buoyancy control in the water.

We C.T.-scanned all of our bones and built a digital *Spinosaurus* skeleton. And when we looked at the digital skeleton, we realized that yes, this was a dinosaur unlike any other. It's bigger than a *T. rex*, and yes, the head has "fish-eating" written all over it, but really the entire skeleton has "water-loving" written all over it—dense bone, paddle-like feet, and the hind limbs are reduced in size, and

again, this is something we see in animals that spend a substantial amount of time in the water.

12.11 TED TALK PART 3

So, as we fleshed out our *Spinosaurus*—I'm looking at muscle attachments and wrapping our dinosaur in skin—we realize that we're dealing with a river monster, a predatory dinosaur, bigger than *T. rex*, the ruler of this ancient river of giants, feeding on the many aquatic animals I showed you earlier on.

So that's really what makes this an incredible discovery. It's a dinosaur like no other. And some people told me, "Wow, this is a once-in-a-lifetime discovery. There are not many things left to discover in the world." Well, I think nothing could be further from the truth. I think the Sahara's still full of treasures, and when people tell me there are no places left to explore, I like to quote a famous dinosaur hunter, Roy Chapman Andrews, and he said, "Always, there has been an adventure just around the corner—and the world is still full of corners." That was true many decades ago when Roy Chapman Andrews wrote these lines. And it is still true today.

Thank you.

Unit 1 Quiz: Protectors

A VOCABULARY

Complete the sentences using the words in the box.

amphibians birds fish insects mammal reptiles

- 1 Salmon are _____ that can live in both salt water and fresh water.
- 2 A dolphin is a _____: it swims in the ocean like a fish, but it needs to come up to breathe.
- 3 The penguin and the ostrich are examples of _____ that can't fly.
- 4 I don't think _____ like ants or flies will ever be endangered. There are just so many of them!
- 5 _____ are amazing animals. They are born in water and are able to breathe under water, but then they change and live on land.
- 6 _____ like turtles and crocodiles like to sit in the sun to warm their bodies.

B GRAMMAR

Circle the correct words to complete the sentences.

- 1 Every year, monarch butterflies (**fly** / **are flying**) south for the winter.
- 2 Lions (**are coming** / **come**) from Africa.
- 3 Sadly, the number of bald eagles (**declines** / **is declining**).
- 4 (**Does** / **Is**) the Earth's temperature rising?
- 5 Why (**do** / **are**) so many animals becoming endangered?

C TED TALK

Complete the paragraph using the words in the box.

vital ecological creatures greedy

Vultures may not be the most beautiful ¹ _____, but they certainly are useful. They play an important role in the ² _____ system by eating the bodies of dead animals. Without them, diseases from the animals could spread, and nearby water sources could be polluted. Munir Virani argues that vultures are not ³ _____, heartless birds, but rather a ⁴ _____ part of the natural life cycle.

Unit 2 Quiz: Family Connections

A VOCABULARY

Complete the sentences using the words in the box.

cousins grandchild mother-in-law niece son-in-law

- 1 My brother and his wife are going on a short trip, and they asked me to watch their daughter. My _____ is three years old, so I'm going to take her to the park and maybe the zoo.
- 2 My wife sounds a lot like her mother on the phone. So sometimes when my _____ calls, I think it's my wife.
- 3 My daughter and my _____ got married two years after they met in college.
- 4 We're _____ through our mothers' sides of the family. Our mothers are sisters.
- 5 My daughter has just had a baby boy. He is my first _____.

B GRAMMAR

Write a sentence to answer each question. Use present continuous or *be going to*.

- 1 What are you doing this weekend?

- 2 What are you going to do next summer?

- 3 Where are you eating dinner tonight?

- 4 How are you going to celebrate New Year's this year?

C TED TALK

Choose the best word to complete each sentence.

- 1 A.J. Jacobs finds genealogy _____ to study.
a adopted
b ecological
c fascinating
- 2 He is planning the largest family _____ in history.
a reunion
b ancestor
c community
- 3 He believes all people have a _____ history.
a wealthy
b worried
c shared

Unit 3 Quiz: Global Stories

A VOCABULARY

Circle the correct words to complete the conversation.

A: Have you read *The Little Mermaid* by Hans Christian Andersen?

B: No, but I've seen the movie.

A: You have to read the original story. Some parts are the same as the movie, like the ¹(fiction / setting), but the ²(genre / plot)—what actually happens—is very different.

B: Yeah? How is it different?

A: Well, in *The Little Mermaid*, for example, the Little Mermaid dies in the end.

B: What? She's the main ³(character / fan). How could she die?

A: I guess you need to read it and find out.

B: Yeah, but I'm not really interested in ⁴(**fairy tales / historical fiction**). And you've just told me how it ends!

B GRAMMAR

Complete the sentences with *who*, *that*, or *where*.

- 1 Historical fiction refers to fictional stories _____ are set in the past.
- 2 A fantasy story is often about another world _____ life is very different than on earth.
- 3 Romance novels are usually about two people _____ fall in love.
- 4 Thrillers are fictional stories _____ are often about crime.
- 5 Libraries are great places _____ you can find marvelous books.

C TED TALK

Read the quotes from Ann Morgan's TED Talk. Then circle the words that mean the same as the words in **bold**.

- 1 "Well, when I asked myself this question a few years ago, I made an **alarming** discovery."

a surprising

b dangerous
- 2 "I explained who I was, how **narrow** my reading had been, and I asked anyone ... what I might read from other parts of the planet."

a limited, not very large

b not very interesting
- 3 "... books have an **extraordinary** power to take you out of yourself and into someone else's mindset ..."

a hidden, not obvious

b amazing, incredible
- 4 "Discovering this ... **blind spot** in my reading came as quite a shock."

a something you do too often

b an area you don't know very much about

Unit 4 Quiz: Music

A VOCABULARY

Complete the paragraph using the words in the box.

energized gentle heavy metal loud nostalgic

Different kinds of music can make us feel a certain way. A soft, ¹ _____ song can make us feel ² _____ about the past. A ³ _____, energetic song can make us feel ⁴ _____ and ready to go for a run. Whether it's classical music or ⁵ _____, different kinds of music affect us in different ways.

B GRAMMAR

Circle the correct words to complete the sentences.

- 1 Have you heard (**these** / **this**) song?
- 2 There will be (**many** / **much**) different musicians at the music festival.
- 3 The concert tickets cost too (**many** / **much**) money.
- 4 I only have (**a few** / **a little**) CDs.
- 5 How (**many** / **much**) musical instruments do you play?
- 6 I don't know (**many** / **much**) country music.

C TED TALK

Complete the paragraph using the words in the box.

wonder awe unprejudiced

When Daria van den Bercken first heard George Handel's piano music, she was in ¹ _____ of it. The music was beautiful and each song was so different than the others. She began playing his music at children's concerts. There she enjoyed watching the children's faces full of ² _____ at the amazing music. She admired the ³ _____ way the children enjoyed the music—they didn't care or know that the music was classical and not from the more popular music genres of today.

Unit 5 Quiz: Good Design

A VOCABULARY

Match each sentence to the design element that it refers to.

- | | | | |
|--|---|---|----------|
| 1 Feel this cloth. It's so smooth! | • | • | contrast |
| 2 I like the red and white soccer team uniforms. | • | • | lines |
| 3 The Japanese flag has a circle in the middle of it. | • | • | shape |
| 4 The stars look so bright compared to the dark night sky. | • | • | color |
| 5 To make a simple face, draw a curved line for the mouth. | • | • | texture |

B GRAMMAR

Circle the correct words to complete the sentences.

- 1 He hung the painting (**above** / **below**) his bed.
- 2 A well-designed flag should have no words (**in** / **on**) it.
- 3 Your nose is (**in the middle** / **at the bottom**) of your face.
- 4 He didn't see much of the concert because he was standing (**behind** / **in front of**) someone tall.
- 5 Many road signs are (**in the shape of** / **at the top of**) a triangle.

C TED TALK

Read the paragraph and write each bold word next to a phrase with a similar meaning.

Roman Mars is on a **mission** to get people more interested in the designs they see all around them. He wants people to **pay attention** to these designs and think about what makes them good or bad. During his TED Talk, he **engaged** his audience with different pictures of flags as examples of good and bad design.

- 1 to get other people interested in something: _____
- 2 a purpose, a goal to accomplish: _____
- 3 to think about, concentrate on something: _____

Unit 6 Quiz: Inspiration

A VOCABULARY

Circle the correct words to complete the sentences.

- 1 Jarrett Krosoczka's grandparents (**gave** / **supported**) him as a child.
- 2 My grandfather (**changed** / **encouraged**) me to become a lawyer.
- 3 My father (**showed** / **supported**) me that if you work hard, you can achieve anything.
- 4 Mahatma Gandhi has been a great (**advice** / **role model**) in my life.
- 5 My first boss (**changed** / **showed**) my life. I learned so much from her.

B GRAMMAR

Rewrite the sentences as reported speech.

- 1 "Don't worry about what other people think."
My dad told me _____.
- 2 "You can be anything you want to be."
My teacher said _____.
- 3 "You need to start working harder."
He told her _____.
- 4 "I don't know what advice to give."
She said that _____.

C TED TALK

Unscramble the words on the right to complete the sentences.

- 1 Jarrett Krosoczka is an author and _____.
- 2 When an author gave him a(n) _____ about his artwork, Krosoczka was inspired to draw more.
- 3 Krosoczka feels his grandparents made a(n) _____ difference in his life.

totalirurs
policemtn

classool

Unit 7 Quiz: Ethical Choices

A VOCABULARY

Circle the correct words to complete the sentences.

- 1 This store sells (**fair** / **free**) trade items—the items are hand-made in developing countries and sold to people here for a good price.
- 2 A free-range farm is one that does not (**keep animals in cages** / **use chemicals**).
- 3 Are these peaches (**genetically** / **locally**) modified? They're so big!
- 4 I only buy (**organic** / **sustainable**) vegetables.
- 5 (**Locally-produced** / **Organic**) food does not need to travel far to get to your home.

B GRAMMAR

Complete each sentence using *will* or *won't* and the words in parentheses.

- 1 In the future, more farms _____ (probably produce) organic food.
- 2 There _____ (probably not be) enough land for growing all the food we need.
- 3 _____ people _____ (find) more ethical ways of producing meat?
- 4 The global population _____ (probably reach) 10 billion people by 2050.
- 5 What kinds of food _____ people _____ (eat) in the future?

C TED TALK

Complete the paragraph using the words in the box.

humane organs tissue slaughtering

Andras Forgacs is looking for more ¹ _____ ways to produce meat and leather. By growing animal ² _____ in a laboratory he believes we can produce meat and leather without ³ _____ any animals. It's also thought that in the future we may be able to grow complete human ⁴ _____, such as the heart, kidney, and lungs, in a similar way.

Unit 8 Quiz: Better Cities

A VOCABULARY

Complete the conversation using the words in the box.

markets multicultural museums riverfront suburbs

A: So, how was your trip to London?

B: Oh, we had a great time.

A: Yeah? What did you do?

B: Well, I wanted to check out a few ¹ _____ because I didn't know much about London's history. That was really interesting. We had a nice walk along the ² _____, too. And on the last day we went shopping at one of the ³ _____ to pick up a few souvenirs.

A: Sounds great.

B: Yeah. We had some great food as well. London's such a ⁴ _____ place, you can find restaurants from all over the world there.

A: Where did you stay?

B: We stayed with my sister's family. They live in the ⁵ _____, but it's only a short train ride to the city.

B GRAMMAR

Put the words into the correct order to make sentences.

1 up / did / where / grow / you _____?

2 around / get / by / town / bicycle / I _____.

3 with / meeting / I'm / up / John / later _____.

4 I'll / at 8:30 / you / up / pick _____.

5 tonight / shall / out / we / eat _____?

C TED TALK

Read the paragraph and write each bold word next to a phrase with a similar meaning.

Alessandra Orofino believes that cities are man's greatest **creation** of all time. **Although** there are many city problems, Orofino is trying to organize people to do something about them. These **organized efforts** are getting people to go online and share problems and solutions with one another.

1 in spite of: _____

2 campaigns: _____

3 invention: _____

Unit 9 Quiz: Giving

A VOCABULARY

Complete the sentences using the words in the box.

awareness difference fundraiser money

- 1 We donated _____ to the charity because we believed it was a good cause.
- 2 The conservation society is trying to raise _____ of endangered species.
- 3 The volunteers really felt like they were making a _____ to the lives of other people.
- 4 They held a _____ in the local community center.

B GRAMMAR

Circle the correct words to complete the conversation.

A: ¹ (I'm having / I'll have) problems with my computer right now.

B: ² (I'm taking / I'll take) a look at it. Hmm, it ³ (looks / will look) like your computer has a virus.

⁴ (I'm fixing / I'll fix) it today if ⁵ (I have / I'll have) time.

A: Thanks. That's great.

C TED TALK

Complete the sentences using the words in the box.

dedicate invest recipients veteran

- 1 Joy Sun is a _____ aid worker. She's been working for charities for many years.
- 2 She decided to _____ her career to helping poor people around the world.
- 3 She would like to see more money given directly to the _____ of aid.
- 4 She believes that if poor people are given cash, they usually _____ it wisely.

Unit 10 Quiz: Mind and Machine

A VOCABULARY

Complete the sentences using the words in the box.

balance concentration dreams emotions memory

- 1 The temporal lobe of the brain is responsible for _____, such as happiness and anger.
- 2 The strong wind affected his _____ and he fell off the bike.
- 3 His _____ is terrible. He always forgets my birthday.
- 4 I can never remember my _____ when I wake up in the morning.
- 5 It can take a lot of _____ to study when there's loud music or lots of people talking around you.

B GRAMMAR

Circle the most logical option to complete the sentences.

- 1 Your brain continues making new connections (**a day** / **until around age 40**).
- 2 Children learn new things (**luckily** / **quickly**).
- 3 (**Hopefully** / **Sadly**), some people are born with brain problems.
- 4 It's been raining (**correctly** / **steadily**) for hours.
- 5 (**Amazingly** / **Unfortunately**), our brains can tell the difference between different languages when we are very young.

C TED TALK

Complete the paragraph using the words in the box.

applications interface virtual visualize

Tan Le has developed a new computer ¹_____ that works with a hi-tech headset. The headset reads a person's brainwaves. When a person wears the headset, they can look at an object on the computer screen and ²_____ the object moving. Moments later, the ³_____ object actually does move. There are many ⁴_____ of this technology, such as helping people with disabilities, improving video games, driving cars, etc.

Unit 11 Quiz: Nature

A VOCABULARY

Circle the correct words to complete the sentences.

- 1 It took us all day to (**camp** / **climb**) the mountain.
- 2 When we went inside the (**cave** / **island**), it was completely dark.
- 3 Bees are very important because they help (**hike** / **pollinate**) plants.
- 4 As we walked through the (**forest** / **volcano**) we saw different kinds of plants and animals.
- 5 Flowers (**attract** / **disappear**) bees and other creatures by their bright colors and sweet smells.

B GRAMMAR

Put the words into the correct order to make sentences.

- 1 hasn't / the / seen / waterfall / Sarah _____.
- 2 never / I've / ocean / been / the / to _____.
- 3 a / you / ridden / ever / have / horse _____?
- 4 Africa / we've / twice / to / been _____.
- 5 today / haven't / outside / I / been _____.

C TED TALK

Complete the quotes from Louie Schwartzberg's TED Talk using the phrases in the box.

coevolved take care of time-lapse

- 1 "I've been filming _____ flowers 24 hours a day, seven days a week, for over 35 years."
- 2 "And you can't tell the story about pollinators ... without telling the story about the invention of flowers and how they _____ over 50 million years."
- 3 "... we are a part of nature and we need to _____ it."

Unit 12 Quiz: Discovery

A VOCABULARY

Circle the correct words to complete the sentences.

- 1 The (**fossils** / **ruins**) of a castle were found at the top of a mountain.
- 2 Dinosaur (**fossils** / **tombs**) have been found around the world.
- 3 Many valuable (**artifacts** / **ruins**) were buried together with the king.
- 4 The archeologists (**discovered** / **excavated**) the site very slowly and carefully.
- 5 It was (**discovered** / **inspected**) that the coins came from ancient Rome.

B GRAMMAR

Complete the sentences with the passive form of a verb in the box.

draw find give kill write

- 1 Nizar Ibrahim _____ a book about dinosaurs when he was five years old.
- 2 The largest dinosaur bone _____ in the Kem Kem region of southeastern Morocco.
- 3 Scientists believe the Voynich manuscript _____ in the early 15th century.
- 4 The people of Pompeii _____ by ash from a volcano.
- 5 Ancient pictures _____ on the cave walls by people thousands of years ago.

C TED TALK

Unscramble the words on the right to complete the sentences.

- 1 *Spinosaurus* was a _____ creature.
- 2 The _____ of *Spinosaurus* were found in Africa.
- 3 Nizar Ibrahim traveled all over the world on his _____ to find *Spinosaurus*.

z i r e a r b
m e n s a i r
e q t s u

Unit Quizzes Answer Key

UNIT 1

VOCABULARY

1. fish; 2. mammal; 3. birds; 4. insects; 5. Amphibians;
6. Reptiles

GRAMMAR

1. fly; 2. come; 3. is declining; 4. is; 5. are

TED TALK

1. creatures; 2. ecological; 3. greedy; 4. vital

UNIT 2

VOCABULARY

1. niece; 2. mother-in-law; 3. son-in-law; 4. cousins;
5. grandchild

GRAMMAR

- 1–4. Answers will vary.

TED TALK

1. c; 2. a; 3. c

UNIT 3

VOCABULARY

1. setting; 2. plot; 3. character; 4. fairy tales

GRAMMAR

1. that; 2. where; 3. who/that; 4. that; 5. where

TED TALK

1. a; 2. a; 3. b; 4. b

UNIT 4

VOCABULARY

1. gentle; 2. nostalgic; 3. loud; 4. energized; 5. heavy metal

GRAMMAR

1. this; 2. many; 3. much; 4. a few; 5. many; 6. much

TED TALK

1. awe; 2. wonder; 3. unprejudiced

UNIT 5

VOCABULARY

1. texture; 2. color; 3. shape; 4. contrast; 5. lines

GRAMMAR

1. above; 2. on; 3. in the middle; 4. behind; 5. in the shape of

TED TALK

1. engage; 2. mission; 3. pay attention

UNIT 6

VOCABULARY

1. supported; 2. encouraged; 3. showed; 4. role model;
5. changed

GRAMMAR

1. My dad told me not to worry about what other people thought.; 2. My teacher said that I could be anything I wanted to be.; 3. He told her that she needed to start working harder.; 4. She said that she didn't know what advice to give.

TED TALK

1. illustrator; 2. compliment; 3. colossal

UNIT 7

VOCABULARY

1. fair; 2. keep animals in cages; 3. genetically; 4. organic;
5. Locally-produced

GRAMMAR

1. will probably produce; 2. probably won't be; 3. Will; find;
4. will probably reach; 5. will; eat

TED TALK

1. humane; 2. tissue; 3. slaughtering; 4. organs

UNIT 8

VOCABULARY

1. museums; 2. riverfront; 3. markets; 4. multicultural;
5. suburbs

GRAMMAR

1. Where did you grow up?; 2. I get around town by bicycle.;
3. I'm meeting up with John later.; 4. I'll pick you up at 8:30.;
5. Shall we eat out tonight?

TED TALK

1. although; 2. organized efforts; 3. creation

UNIT 9

VOCABULARY

1. money; 2. awareness; 3. difference; 4. fundraiser

GRAMMAR

1. I'm having; 2. I'll take; 3. looks; 4. I'll fix; 5. I have

TED TALK

1. veteran; 2. dedicate; 3. recipients; 4. invest

UNIT 10

VOCABULARY

1. emotions; 2. balance; 3. memory; 4. dreams;
5. concentration

GRAMMAR

1. until around age 40; 2. quickly; 3. Sadly; 4. steadily;
5. Amazingly

TED TALK

1. interface; 2. visualize; 3. virtual; 4. applications

UNIT 11

VOCABULARY

1. climb; 2. cave; 3. pollinate; 4. forest; 5. attract

GRAMMAR

1. Sarah hasn't seen the waterfall.; 2. I've never been to the ocean.;
3. Have you ever ridden a horse?; 4. We've been to Africa twice.;
5. I haven't been outside today.

TED TALK

1. time-lapse; 2. coevolved; 3. take care of

UNIT 12

VOCABULARY

1. ruins; 2. fossils; 3. artifacts; 4. excavated; 5. discovered

GRAMMAR

1. was given; 2. was found; 3. was written; 4. were killed;
5. were drawn.

TED TALK

1. bizarre; 2. remains; 3. quest